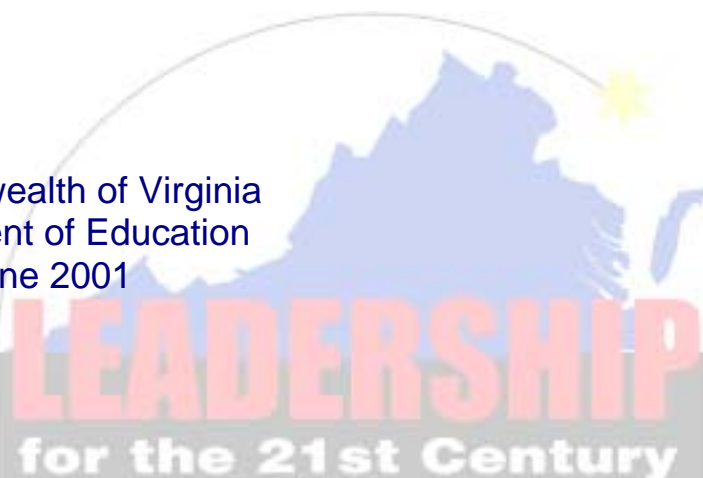




Linking Leadership to Instruction

A Leadership Development Curriculum for Virginia Public Schools

Commonwealth of Virginia
Department of Education
June 2001



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A Leadership Development Curriculum for Virginia Public Schools

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Linking Leadership to Instruction was revised in 2003 to correlate with the newly revised Virginia Standards of Learning.

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Introduction

The role of leadership has been vital to the development of our state and nation and will be critical in meeting emerging and future challenges. American society requires that students become informed and active participants in every aspect of their lives. In recognition of the important role that effective leadership skills play in providing today's students an advantage in tomorrow's competitive world, the Virginia Board of Education has approved this optional leadership development curriculum as a model for schools to use in preparing students in kindergarten through grade twelve for their individual and group leadership responsibilities.

The Leadership Development Curriculum identifies important processes, skills, and opportunities that promote leadership in all students at all grade levels. The program is unique in that it was not written as an add-on curriculum. Rather, it suggests ways that content and activities that are currently being taught in Virginia classrooms can support the development and practice of leadership skills for students. While certain leadership topics have been highlighted for discussion throughout the curriculum, the intent is to provide a framework that allows teachers to embed leadership development in existing instruction within all subject areas at various grade levels. The expectations of the curriculum and the activities associated with them have been closely aligned with Virginia's Standards of Learning. However, the framework could easily serve as the basis for a more detailed curriculum for an independent course or seminar on leadership.

The model curriculum was developed by a committee of educators who currently incorporate the development of leadership skills into their instruction and their extra-curricular work with students. The defined goals of the Leadership Development Curriculum are as follows: to develop in every K-12 student an awareness of his or her own leadership potential; to assist young people in developing essential leadership skills that enable them to act responsibly in all aspects of their lives; to develop citizens who possess the leadership abilities to meet present and future challenges in a global society; and to provide students with opportunities to learn and practice essential leadership skills within a learning community.

Using current research on effective leadership as well as ideas generated by some of Virginia's most recognized and successful leaders, the writing committee identified four areas of leadership development that form the basis for the development of effective leadership skills. These areas became the four organizing strands that frame the document at all grade levels: Developing Knowledge of Self and Others, Defining Leadership, Developing Leadership Skills and Practices, and Practicing Leadership through Service. The strands have been placed in this order simply as an organizational tool, because it is clear that leadership development does not occur in a linear process. Some individuals practice leadership naturally before they are aware of its elements, while others require

development of their own self-confidence and skills before they can become effective leaders. This curriculum is designed to promote an awareness in all students of their potential for leadership at many levels – at home; at school; in the workplace; and in local, state, and national communities.

The curriculum is sub-divided into four grade clusters for the purpose of developing student leadership expectations: K-2, 3-5, 6-8, and 9-12. The following codes have been used in the document to identify the expectations by grade cluster: EC – Early Childhood (grades K-2); ES – Elementary School (grades 3-5); MS – Middle School (grades 6-8); and HS – High School (grades 9-12). Within each grade cluster, three or four expectations have been delineated for each organizing strand. Taken as a whole within the grade cluster, the thirteen expectations provide an array of skills, processes, and opportunities that enable students to develop leadership skills appropriate to their age group. However, the expectations were actually developed in a horizontal format, with a clear progression of continuity and increasing complexity from the elementary grades through the middle years to high school. An effort was also made to allow the expectations within an independent grade cluster to stand on their own so that, if necessary, teachers might be able to use the curriculum independently of others in the school, for example, in an extra-curricular environment. However, teachers may want to consult the student expectations for the grade clusters above and below the grade they are teaching. For teachers of young children, it will be beneficial to understand how the skills and processes that students develop at a young age serve to reinforce broader and more complex expectations for older students. Also, certain concepts that are included at the lower grades may need to be reinforced or included at the upper grades if they have not been addressed previously.

The model Leadership Development Curriculum does not prescribe any particular method for developing the student leadership expectations identified in this document. A great deal of flexibility has been provided for individual teachers and school divisions that wish to use the curriculum as a model. The educators who developed the curriculum were also able to contribute many ideas and resources to assist teachers as they work to promote leadership development in students. These sample instructional activities, strategies, and resources are included as a part of this document.



Goals

- To develop in every K-12 student an awareness of his or her own leadership potential
- To assist young people in developing essential leadership skills that enable them to act responsibly in all aspects of their lives
- To develop citizens who possess the leadership abilities to meet present and future challenges in a global society
- To provide students with opportunities to learn and practice essential leadership skills within a learning community

Strands

Developing Knowledge of Self and Others

Leadership requires knowledge of self and knowledge of others. Knowledge of self assists students in clarifying their identity, self-image, and roles in a variety of expanding communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership. Knowledge of others encourages students to consider and understand the way others view and respond to the world at large. Effective leadership rests in the ability to combine knowledge of self and knowledge of others to advance both personal and group goals.

Defining Leadership

Leadership is a process rather than an event. As situations change, roles and behaviors of leaders and followers may also change. In defining leadership, students learn that respected leaders act ethically and model responsible behavior. Students work to understand that active leadership may involve personal and public risks and opportunities. While leadership demands no specific age, gender, ethnicity, religion, or political affiliation, students learn that these elements may influence an individual's leadership style.

Developing Leadership Skills and Practices

Effective leaders use personal skills that can be acquired by all students. These essential skills include developing a vision, motivating others, taking initiative, communicating effectively, setting goals, making decisions, managing resources, and facilitating the development of additional leaders. When practiced within the context of students' primary social groups, these skills will build competence and confidence that prepare students to assume a variety of leadership roles.

Practicing Leadership through Service

Leadership through service creates the opportunity for students to practice and continue to develop leadership skills. It allows them to define *community* and to assess community needs. Service leadership enables students to understand the concept of stewardship and ownership of their environment. It provides the opportunity to experience citizenship and identify the responsibilities and roles of responsible citizens. Leadership through service also encourages students to become altruistic leaders by providing opportunities for volunteerism.

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Student Expectations Early Childhood: Kindergarten-Grade 2

Developing Knowledge of Self and Others

EC.1 The student will describe himself or herself.

- a. Identify personal roles in the family, class, and school, such as son or daughter, line leader, citizen.
- b. Describe personal views of self, such as strengths and weaknesses.
- c. Explore influences on self, such as family and community customs and traditions.

EC.2 The student will describe characteristics of his or her own responsible behavior, such as respect, trustworthiness, caring, and fairness.

- a. Identify ways to assume responsibility in the family, class, and school.
- b. Identify ways to help others in the family, class, and school.

EC.3 The student will describe how to work with others.

- a. Describe the characteristics of responsible behavior in others, such as respect, trustworthiness, caring, and fairness.
- b. Discuss roles of responsibility of others in the family, class, and school.

Defining Leadership

EC.4 The student will identify the characteristics of leaders.

- a. Identify qualities of effective leaders, such as honesty, care for others, civility, and fairness.
- b. Describe positive and negative leadership traits as seen in fictional characters or in historical figures.

EC.5 The student will explore the role of the follower.

- a. Identify qualities such as respect, cooperation, and good manners, and relate them to the role of the follower.
- b. Examine the importance of being willing to listen, taking directions, following assigned chains of command, and being supportive.

EC.6 The student will understand that different settings affect leadership roles.

- a. Identify leaders within the family, classroom, and school.
- b. Understand that the student's role as follower or leader may change at different times.
- c. Discuss the effects of changing situations upon leadership roles in the family, classroom, and school.

Developing Leadership Skills and Practices

EC.7 The student will communicate effectively in pairs, small groups, teams, and large groups.

- a. Develop active listening skills and good reading skills.
- b. Share own ideas, both verbally and in writing.
- c. Recognize differences of opinion.
- d. Provide positive feedback.
- e. Support other group members to achieve team spirit.

EC.8 The student will identify and practice decision-making skills.

- a. Recognize problems.
- b. Gather facts for decision making and problem solving.
- c. Make simple decisions.
- d. Manage personal, classroom, and school resources.

EC.9 The student will recognize the importance of setting goals.

- a. Define and set personal short-term goals.
- b. Identify long-term goals.
- c. Share personal goals.
- d. Discuss the importance of setting goals.

Practicing Leadership through Service

EC.10 The student will identify his or her community and community needs.

- a. Name different communities in which people can concurrently hold membership, such as family, class, and school.
- b. Demonstrate awareness that good citizens of a community recognize and address community needs, such as food, clothing, and shelter for all.
- c. Identify important community needs.

EC.11 The student will explore the concept of citizenship.

- a. List the roles and responsibilities of a citizen in the family, class, and school.
- b. Recognize that good citizens assume active roles in the family, class, and school.

EC.12 The student will explore the concept of protecting and caring for people and things.

- a. Recognize that good leaders take care of and preserve their family, class, and school communities.
- b. Illustrate that respect and caring for others include sharing classroom and school resources.

EC.13 The student will practice leadership through service in a variety of communities.

- a. Recognize that community needs can be more important than individual benefits.
- b. Demonstrate unselfish behavior.
- c. List ways that good leaders care about the needs of others.



Student Expectations Elementary School: Grades 3-5

Developing Knowledge of Self and Others

- ES.1 The student will examine his or her own self-image.**
- a. Identify factors that contribute to self-image, such as success and failure or acceptance and rejection.
 - b. Investigate outside factors that may influence self-image, such as others' opinions in certain situations.
 - c. Recognize that self-image may change over time and in different situations.
- ES.2 The student will examine his or her own behaviors and how they contribute to group interaction.**
- a. Discuss personal style of interacting effectively with others.
 - b. Predict future leadership roles and steps necessary to achieve them.
- ES.3 The student will examine the needs and concerns of others.**
- a. Determine the needs and concerns of classmates or group members, such as friendship, approval, and acceptance.
 - b. Act as a member of a group to develop a plan for addressing group needs and concerns.

Defining Leadership

- ES.4 The student will explore the characteristics of leaders.**
- a. Identify and discuss leadership qualities, such as responsibility, courage, and reliability (in addition to honesty, care for others, civility, and fairness).
 - b. Describe leadership traits, and distinguish between positive and negative examples of these traits in the school, peer group, local community, and state.
- ES.5 The student will understand the importance of the role of the follower.**
- a. Understand that followers can support and advance the cause of their leaders.
 - b. Examine the importance of being an informed follower and the role of flexibility in being a follower.
 - c. Explain the importance of active participation as a follower.
- ES.6 The student will understand the role of environment in the process of leadership.**
- a. Identify the roles of leaders in the family, school, community, state, and nation.
 - b. Understand that as situations change, the student's role as follower or leader may change.
 - c. Describe the effects of changing situations upon leadership roles in the family, classroom, and school.

Developing Leadership Skills and Practices

- ES.7 The student will communicate effectively in pairs, small groups, teams, and large groups.**
- a. Listen and read for purpose, meaning, and expression of feeling within a variety of situations.
 - b. Share own ideas and feelings both verbally and in writing.
 - c. Empathize with others.
 - d. Seek resolutions to problems.
 - e. Provide and respond appropriately to positive feedback.
 - f. Work as a team to communicate and support group projects.
- ES.8 The student will enhance and apply decision-making skills.**
- a. Generate alternative solutions to problems.
 - b. Describe the consequences of personal decisions.
 - c. Work toward consensus in making group decisions.
 - d. Participate in orderly, organized group processes.
- ES.9 The student will explore long-term goals.**
- a. Recognize that it is possible to have a variety of personal goals.
 - b. Review and set new short-term goals on a regular basis.
 - c. Set long-term goals.
 - d. Evaluate and modify personal goals.

Practicing Leadership through Service

- ES.10 The student will give examples of community and community needs.**
- a. Distinguish between the needs and wants of communities within the class, school, locality, and state.
 - b. Demonstrate that good citizens discover and act upon some community needs based on the ideas of care, respect, and dignity for all people.
 - c. Recognize that compromises, sacrifices, and consequences are part of making community choices.
- ES.11 The student will explain the concept of citizenship.**
- a. Describe the roles and responsibilities of a citizen within the class, school, locality, and state.
 - b. Describe ways in which good citizens assume active roles in the class, school, locality, and state.
- ES.12 The student will explain his or her role in protecting and caring for people and things.**
- a. Provide personal examples of protecting and caring for people and things in the class, school, and community.
 - b. Investigate ways in which good leaders are concerned about their community.
- ES.13 The student will practice leadership through service in a variety of communities.**
- a. Explain why community needs can be more important than individual benefits.
 - b. Give examples of unselfish behavior.
 - c. Identify cases of good leaders volunteering to help people in need at the class, school, and local levels.



Student Expectations Middle School: Grades 6-8

Developing Knowledge of Self and Others

MS.1 The student will explain elements of his or her own self-image.

- a. Investigate ways in which peers can influence self-image, such as through fashion and social activities.
- b. Explore personal interests, values, and skills.
- c. Examine effects of positive or negative self-image on relationships with others.

MS.2 The student will identify ways in which his or her behaviors influence others.

- a. Identify influences on one's own ideas and behaviors, such as family, friends, and media.
- b. Identify one's own attitudes and biases toward others, such as admiration or jealousy.

MS.3 The student will identify the interests, values, styles, and behaviors of others.

- a. Consider the effects of gender, ethnicity, customs, and traditions on the interests, values, styles, and behaviors of others.
- b. Recognize contributions of people from different backgrounds and experiences.
- c. Create strategies to integrate new members into a group.

Defining Leadership

MS.4 The student will examine the characteristics of leaders.

- a. Identify and discuss effective leadership qualities, such as setting of limits, tolerance, self-reliance, initiative, charisma, and competence (in addition to honesty, care for others, civility, fairness, responsibility, courage, and reliability).
- b. Analyze the effectiveness of leaders according to the traits they demonstrate.

MS.5 The student will understand that the roles and actions of the follower fluctuate.

- a. Discuss the loyalties of followers and where they place their support.
- b. Learn when and how to question leadership respectfully.
- c. Understand the importance and need to act sometimes as a follower for the good of the group.
- d. Identify situations in which assuming a leadership role is appropriate.
- e. Discuss the concept of civil disobedience.

MS.6 The student will analyze the role of context in the process of leadership.

- a. Evaluate the roles of leaders in the family, school, community, state, and nation; and in distinct ethnic groups and different world cultures.
- b. Understand that as contexts change, the student's role as follower or leader may change.
- c. Discuss the effects of changing situations upon leadership roles in the family, school, community, state, and nation.

Developing Leadership Skills and Practices

MS.7 The student will communicate effectively in pairs, small groups, teams, and large groups.

- a. Analyze and interpret purpose, meaning, and expression of feeling within a variety of situations.
- b. Examine one's own ideas and feelings in relation to those of others.
- c. Use effective written, verbal, and nonverbal skills to present information.
- d. Work toward consensus in groups.
- e. Provide and respond positively to constructive criticism.
- f. Demonstrate team-building skills that promote effective communication and project completion.

MS.8 The student will transfer decision-making skills to new tasks.

- a. Evaluate potential outcomes of a decision.
- b. Consider advice from others when making decisions.
- c. Generate objectives and strategies to make effective decisions.
- d. Monitor and evaluate progress toward accomplishing objectives.
- e. Define and use parliamentary procedure to facilitate decision making.

MS.9 The student will express a personal vision.

- a. Define *vision*.
- b. Relate personal goals to one's own vision.
- c. Recognize the risks involved in presenting one's personal vision.
- d. Consider the contributions of others to one's own vision.

Practicing Leadership through Service

MS.10 The student will differentiate among communities and community needs.

- a. Compare and contrast the needs of communities within the school, locality, state, and nation.
- b. Demonstrate that good citizens predict some community needs based on the idea that group acceptance and belonging are important to all people.
- c. Prioritize the needs of a community in terms of opportunities, benefits, and costs.

MS.11 The student will compare and contrast the role of citizens in different communities.

- a. Summarize the roles and responsibilities citizens have in different communities within the school, locality, state, and nation.
- b. Select active roles to assume in the class, school, locality, state, and nation.

MS.12 The student will apply the concept of stewardship.

- a. Define *stewardship*.
- b. Devise plans to take care of and preserve the school, local, state, and national communities.
- c. Illustrate examples of ways in which good leaders protect their community and its resources.

MS.13 The student will practice leadership through service in a variety of communities.

- a. Decide when community needs are more important than individual benefits.
- b. Illustrate altruistic behavior.
- c. Examine the idea that good leaders receive intrinsic reward by volunteering for community service.



Student Expectations High School: Grades 9-12

Developing Knowledge of Self and Others

HS.1 The student will evaluate his or her own self-image.

- a. Compare one's own interests, values, and skills with those of selected effective leaders.
- b. Evaluate one's own desire for leadership roles in the local, state, national, and world communities.
- c. Define ways to capitalize on individual strengths and improve areas of personal weakness.

HS.2 The student will evaluate his or her own behaviors.

- a. Recognize the ongoing benefits of self-analysis.
- b. Evaluate one's own decisions and actions in terms of short- and long-term consequences.
- c. Evaluate one's own behaviors in terms of their positive or negative effects on others.

HS.3 The student will use knowledge of others to improve one's leadership skills.

- a. Create strategies to utilize the strengths and diminish the limitations of group members.
- b. Demonstrate ways to organize and delegate responsibilities.
- c. Encourage ideas, perspectives, and contributions of all group members.
- d. Use leadership skills to encourage cooperation and collaboration among groups with different needs and concerns.

Defining Leadership

HS.4 The student will analyze the characteristics of leaders.

- a. Identify and discuss effective leadership qualities, such as integrity and wisdom (in addition to setting of limits, tolerance, self-reliance, initiative, charisma, competence, honesty, care for others, civility, fairness, responsibility, courage, and reliability).
- b. Explain how leadership traits apply to many aspects of life, such as economic and political systems, scientific discoveries, mathematical reasoning, and artistic endeavors.
- c. Examine leadership theories that explore different styles/types of leadership.
- d. Explore philosophical concepts associated with leadership, such as virtue and justice.

HS.5 The student will analyze the complex relationship between the leader and the follower.

- a. Critically analyze situations in which followers become leaders.
- b. Analyze and understand the dynamic relationship between the leader and the follower.
- c. Evaluate the risks and consequences of civil disobedience.

- HS.6 The student will evaluate the role of context in the process of leadership.**
- a. Analyze the influence of different contexts on leadership, such as gender, ethnicity, political affiliation, religion, and socio-economics.
 - b. Understand that as contexts change, leaders may become followers, and followers may become leaders.
 - c. Evaluate the effects of changing situations upon leadership roles in the family, classroom, school, community, state, nation, and world.

Developing Leadership Skills and Practices

- HS.7 The student will communicate effectively in pairs, small groups, teams, and large groups.**
- a. Suspend judgment until all ideas are expressed.
 - b. Refine interpretation and synthesis of ideas.
 - c. Present personal ideas as well as those of others in a clear, concise, and effective manner.
 - d. Balance personal expression with others' contributions.
 - e. Distinguish between fact and opinion.
 - f. Work toward consensus in heterogeneous groups.
 - g. Facilitate the mediation of conflict.
 - h. Motivate team members individually and collectively to collaborate to achieve a common purpose.
- HS.8 The student will analyze and refine decision-making skills.**
- a. Take the lead in implementing, monitoring progress toward, and evaluating solutions.
 - b. Support group decisions.
 - c. Adjust group decisions according to changes within or outside the group.
 - d. Refine skills in parliamentary procedure to facilitate meetings or discussions.
- HS.9 The student will evaluate the relationship between personal vision and the group vision.**
- a. Present one's personal vision to a group, using persuasive techniques.
 - b. Compare one's personal vision with that of a group.
 - c. Recognize the necessity for compromise in various leadership situations.
 - d. Motivate others to act according to the group's vision.

Practicing Leadership through Service

- HS.10 The student will appraise communities and community needs.**
- a. Evaluate the needs of communities within the school, locality, state, nation, and world.
 - b. Demonstrate that good citizens strengthen a community through tolerance of ideas and respect for the freedoms and civil rights of others.
 - c. Justify the priorities by which needs are addressed in a community.

HS.11 The student will evaluate the roles and responsibilities of citizenship.

- a. Demonstrate that citizenship requires gathering information, making informed choices, and acting responsibly.
- b. Devise ways to assume active roles in the class, school, locality, state, nation, and world, such as volunteering for additional duties, participating on a committee, and leading a group.

HS.12 The student will evaluate the concept of stewardship.

- a. Debate methods that leaders may use to take care of and preserve their school, local, state, national, and world communities.
- b. Explain ways in which one becomes vested in the community and its resources.

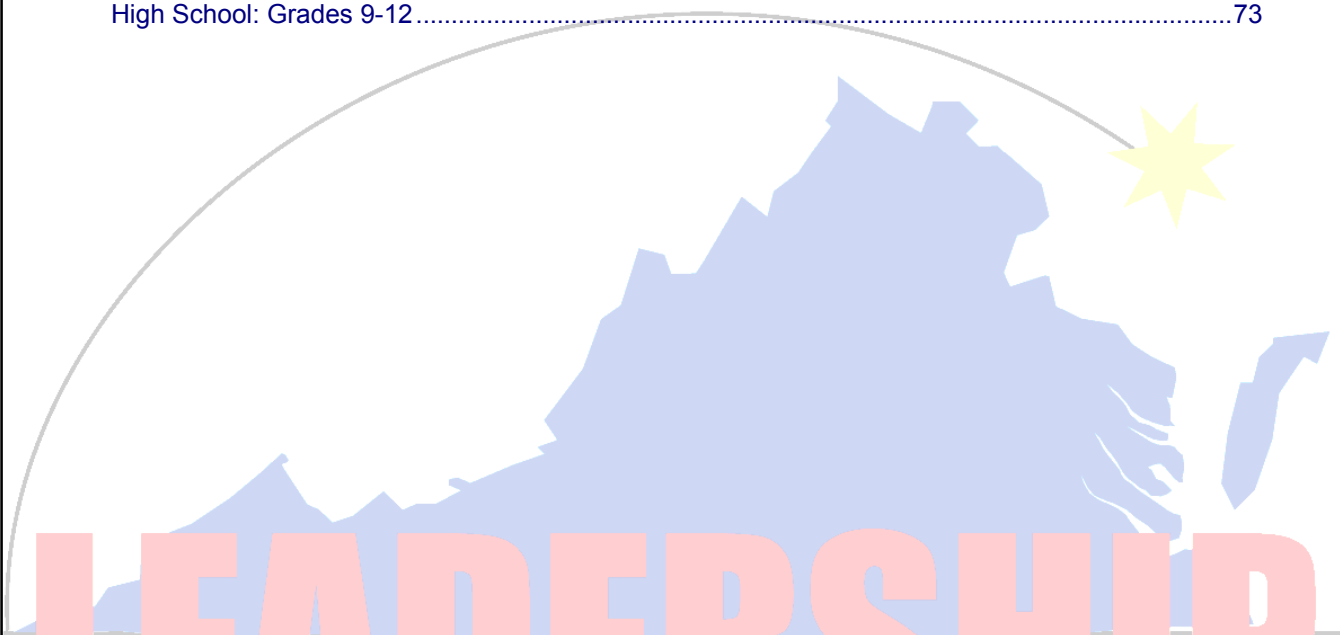
HS.13 The student will practice leadership through service in a variety of communities.

- a. Justify decisions in situations where community needs are more important than individual benefits.
- b. Demonstrate altruistic behavior.
- c. Encourage others to volunteer for community service.

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Defining Leadership

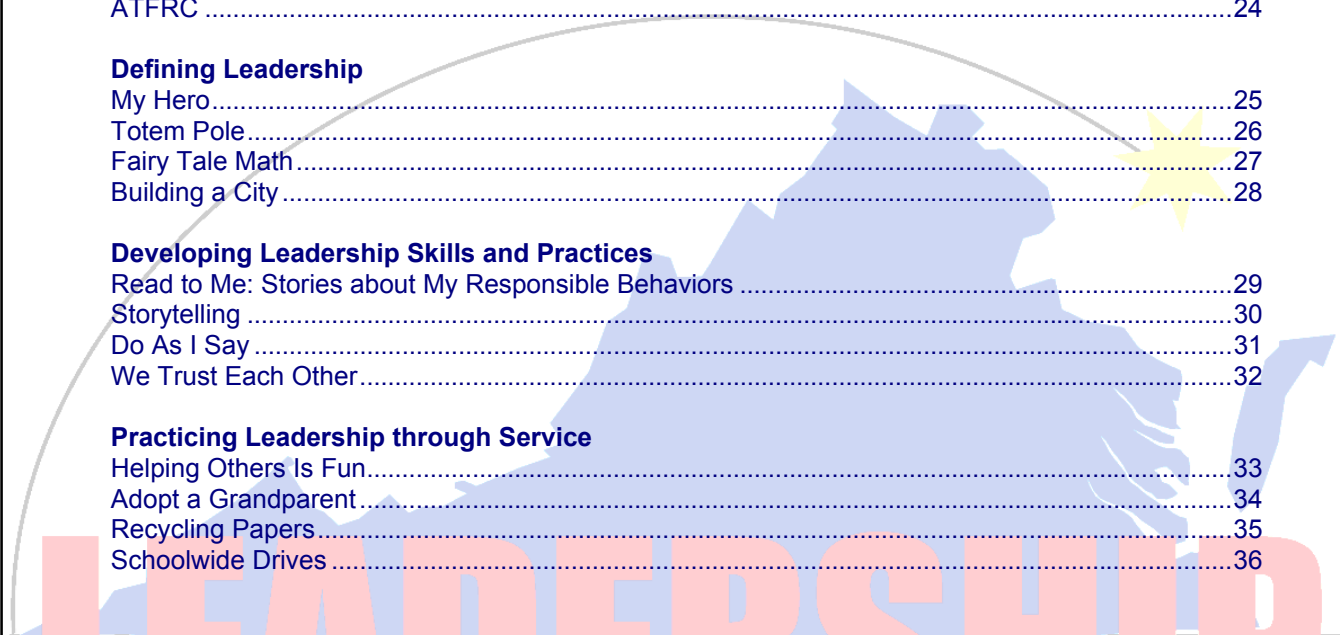
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LEADERSHIP

for the 21st Century

Early Childhood: Kindergarten-Grade 2 Developing Knowledge of Self and Others

Standards of Learning

English

Oral Language K.1, K.2, K.3,
1.1, 1.2, 1.3, 2.2, 2.3
Writing K.11, 1.11, 1.12

History/Social Science

History K.2
Civics K.8, 1.12, 2.10, 2.12

Mathematics

Geometry K.11, 1.16, 1.17

Complete SOL Correlations

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- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

EC.1: Self-description

Instructional Activity or Strategy

Arts for Awareness of Self and Others

Young children, who may prefer to communicate with pictures and “Let’s pretend” rather than reading and writing, should find these activities helpful in deciding who they are, who others are, and how they both fit into their various communities (family, classroom, school).

I’m Glad To Be Me:

Have students sit in a circle. Have them pass a puppet or other prop around to signal whose turn it is to talk.

The first student says, “I’m glad to be me because...”

The second student says, “_____, you are glad to be you because..., and I’m glad to be me because...” Repeat around circle.

Community Mural

Have students draw their own home and family as part of a mural of the community.

What-I-Can-Do Mobile

Have students trace or draw and cut out geometric shapes. Have them draw or cut out pictures of things they can do well and paste them on the figure cutouts. Have them write sentences beginning, “I can...” and paste them on the geometric cutouts as well. Have them punch holes in their geometric cutouts and string them on to a hanger to make a mobile.

Discovery Book

Write the name of each child on a separate page of a notebook. Introduce the term *discovery* as “something you learn that you never knew before.” Over several days, have students identify, for example, family members, likes and dislikes, and strengths and weaknesses. After several days, gather in a circle. Have children write or dictate words, phrases, or sentences they remember that describe themselves or others, and assign these ideas to the appropriate page.

Teacher’s Notes

Early Childhood: Kindergarten-Grade 2 Developing Knowledge of Self and Others

Standards of Learning

English

Oral Language K.1, K.2, K.3,
1.1, 1.2, 1.3, 2.2, 2.3

History/Social Science

Civics K.2, K.8, 1.10, 2.10

Complete SOL Correlations

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Leadership Student Expectations

EC.1: Self-description
EC.2: Responsible behaviors

Instructional Activity or Strategy

Let's Read about Feelings and Behaviors

Books and activities associated with young children help them describe pleasant and unpleasant feelings and actions through visual representation and verbal expression. These stories emphasize respect for the feelings of self and others.

I Like Me

After reading aloud *I Like Me* by Nancy Carlson, have students paste photographs of themselves on a 12" x 18" sheet of poster paper. Then have them cut out pictures or words from magazines to describe themselves (e.g., their feelings, interests, family, friends). Have students share their individually created posters with the class.

How To Lose All Your Friends

As students listen to the story *How To Lose All Your Friends* by Nancy Carlson, have them answer questions such as

- Why would this behavior cause you to lose your friends?
- What could you do differently to earn friendship?
- Distribute a handout with one column titled Qualities That Build Walls between Friends, and one column titled Qualities That Build Bridges between Friends. Students brainstorm to fill in both columns.

Dandelion

As students listen to the story *Dandelion* by Don Freeman, have them identify all the feelings experienced by the lion on a particular day, including happy, sad, angry, proud, left out, and scared. Each time they name a feeling, students place a "Dandelion feeling face" on the chalkboard. A discussion focuses on the many feelings everyone experiences each day and how feelings change according to events of the day.

Resources

Carlson, Nancy L. *I Like Me*: Viking Children's Books, 1997.
Carlson, Nancy L. *How To Lose All Your Friends*: Econo-Clad Books, 1999.
Freeman, Don. *Dandelion*: Puffin, 1987.

Teacher's Notes

Early Childhood: Kindergarten-Grade 2 Developing Knowledge of Self and Others

Standards of Learning

Science

Scientific Investigation,
Reasoning, and Logic
K.1, 1.1, 2.1

Complete SOL Correlations

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- Mathematics
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- Foreign Language
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- CTE Program Areas

Leadership Student Expectations

EC.3: Ways to work with others

Instructional Activity or Strategy

What Do I See?

This activity helps students improve their observation skills and introduces the concept of perspective or point of view.

Steps to Complete the Activity

Have pairs of children sit facing each other. One partner plays *actor*; the other plays *mimic*. The mimic must imitate the actor's behavior exactly, copying every action and expression. Pairs then switch roles—the actor becomes the mimic, the mimic becomes the actor.

Discussion

Which was easier, being the actor or being the mimic?

Which did you like better?

Resources

Feshbach, Norma Deitch, Seymour Feshbach, Mary Fauvre, and Michael Ballard-Campbell. *Learning To Care: Classroom Activities for Social and Affective Development*. Glenview, IL: Good Year Books, 1983.

Teacher's Notes

Early Childhood: Kindergarten-Grade 2 Developing Knowledge of Self and Others

Standards of Learning

English

Oral Language K.1, K.2, K.3,
1.1, 1.2, 2.3

Reading/Literature K.8, 1.7,
1.9, 2.7, 2.8

Writing 1.12, 2.11

History and Social Science

Civics K.8, 1.10, 2.10

Complete SOL Correlations

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- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

EC.1: Self-description
EC.2: Responsible behavior
EC.3: Ways to work with others

Instructional Activity or Strategy

ATFRC

ATFRC (Action, Thoughts, Feelings, Reaction, Consequences) is a tool to help students think through an incident or event. As an action takes place, a person has thoughts about what happened and experiences feelings that correspond to those thoughts. This becomes the foundation for a reaction to the perceived situation, which then precipitates consequences. The ATFRC tool helps students analyze and resolve conflict by charting thoughts, emotions, and behavior and suggesting alternatives.

Example:

After reading or listening to *Yertle the Turtle*, the class creates an ATFRC graphic organizer that charts an alternative solution to a problem.

Action: Yertle surveys his kingdom.

Thought: My kingdom is too small. I'm ruler of all I can see, but I can't see far enough.

Feeling: Yertle is frustrated and angry.

Reaction: Yertle orders all turtles to make a stack so he can climb up and see a great distance all around.

Consequence: The stack falls, Yertle gets stuck in the mud, and no one cares.

Children may come up with a suggested alternative such as the following:

Action: Yertle surveys his kingdom.

Thought: I'm ruler of all I can see.

Feelings: Yertle is satisfied.

Reaction: Yertle declares a holiday.

Consequence: All the turtles are happy.

After using the model, students can apply it to other situations throughout the year.

Resources

Dr. Seuss. *Yertle the Turtle and Other Stories*. New York: Random House, 1958.

CivicQuest. *Learning Leadership: A Curriculum Guide for a New Generation Grades K-12*. A Joint Project of the Center for Political Leadership and Participation, University of Maryland at College Park, and John F. Kennedy High School. Silver Spring, MD, 1996.

Teacher's Notes

Early Childhood: Kindergarten—Grade 2

Defining Leadership

Standards of Learning

English

Oral Language K.2, 1.2, 2.3

Writing 1.12, 2.11

History and Social Science

History K.1, 1.2, 1.3

Civics K.8, 1.10, 1.12, 2.10,
2.11, 2.12

Complete SOL Correlations

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- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

EC.4: Characteristics of
leaders

Instructional Activity or Strategy

My Hero

A schoolwide story-writing contest focusing on each child's chosen hero can introduce the characteristics of leaders and the factors that make a person a hero. Children can also identify their own leadership traits and behaviors.

Steps to Complete the Activity

Ask the student authors of the essays to include answers to the following questions.

Children may dictate their papers.

- Who is your hero?
- What happened to make this person a hero?
- When did he or she live?
- Why is the person your hero?
- In what ways are you like and different from your hero?

Resources

Teacher-selected stories about heroes; fiction or nonfiction, historical or present-day

Teacher's Notes

Early Childhood: Kindergarten—Grade 2

Defining Leadership

Standards of Learning

English

Oral Language K.1, 1.1, 2.1

History and Social Science

History 2.2

Complete SOL Correlations

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

EC.3: Ways to work with others

EC.4: Characteristics of leaders

EC.5: Role of the follower

Instructional Activity or Strategy

Totem Pole

This activity helps children understand the role of leader and follower within the context of work groups. To begin, explain that totem poles were used by some Indian (first American) tribes to honor a person or to tell a story.

Steps to Complete the Activity

- Divide the class into groups of three or four, and give each group a box. Have the group decide what color or colors to paint the box.
- When the paint is dry, set out glue and art junk materials. Have each group decide how they will make a face on and otherwise decorate the box. When they have made the necessary decisions, they begin work.
- Have students stack the boxes, largest to smallest, to make a totem pole.
- Have each group make up a story about their totem pole.

Discussion

What part of the project did you like best?

How did you decide what your group would do?

Did you have problems in your group? How did you solve them?

Materials

Boxes of different sizes, paint, white glue, art junk (paper scraps, cardboard tubes, fabric, spools, Styrofoam)

Resources

Kreidler, William J. *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom*. Glenview, IL: Good Year Books, 1984.

Teacher's Notes

Early Childhood: Kindergarten—Grade 2

Defining Leadership

Standards of Learning

Mathematics

Measurement K.10, 1.12

Complete SOL Correlations

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- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

EC.3: Ways to work with others

EC.4: Characteristics of leaders

EC.5: Role of the follower

Instructional Activity or Strategy

Fairy Tale Math

This activity is similar to the Totem Pole activity and as such, emphasizes group problem solving.

Steps to Complete the Activity

After students listen to the Rapunzel fairy tale, groups answer the question, “How long is Rapunzel’s hair?” Have each group measure a long braid of yarn with a nonstandard unit of measure. The group must select their unit of measure (e.g., paper clip, foot length, hand span, block, pencil).

After measurements are completed, students make a chart comparing the length of Rapunzel’s hair as measured by different nonstandard units.

Discussion

- What part of the project did you like best?
- How did you decide what your group would do?
- Did you have problems in your group? How did you solve them?

Resources

ProTeacher. <http://www.proteacher.net/dcforum/kindergarten/205.html>

Teacher’s Notes

Early Childhood: Kindergarten—Grade 2

Defining Leadership

Standards of Learning

English

Writing K.11, 1.12, 2.11

History and Social Science

Economics K.6, K.7, 1.7, 2.7

Civics K.8, 1.10, 2.10

Complete SOL Correlations

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- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

EC.4: Characteristics of leaders

EC.5: Role of the follower

EC.6: Effect of setting on leadership roles

Instructional Activity or Strategy

Building a City

Students organize the classroom as a city or town and act the roles of community members during the course of daily classroom interactions.

Steps to Complete the Activity

Using the story *Curious George Takes a Job*, students list all the jobs needed to run a city. Students brainstorm all the jobs needed in the classroom and school. Students sign up for jobs but should rotate jobs periodically. They evaluate the importance and the leadership challenges of each role.

At the end of the year, students put together an instruction book for next year's class on how to organize and run the classroom as a city.

Resources

Curious George Takes a Job. Hans Augusto Rey. Houghton Mifflin, 1974.

For more details about organizing the classroom as a city:

CivicQuest. *Learning Leadership: A Curriculum Guide for a New Generation Grades K-12*. A Joint Project of the Center for Political Leadership and Participation, University of Maryland at College Park, and John F. Kennedy High School, Silver Spring, MD, 1996.

Teacher's Notes

Early Childhood: Kindergarten—Grade 2

Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language K.1, K.2, 1.1, 1.2, 2.1, 2.2,
Reading/Literature K.8, 1.9, 2.7, 2.8

History and Social Science

Civics K.8, 1.10, 2.10

Complete SOL Correlations

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- CTE Program Areas

Leadership Student Expectations

EC.2: Responsible behaviors
EC.8: Decision-making skills

Instructional Activity or Strategy

Read to Me: Stories about My Responsible Behaviors

These stories define some characteristics of leadership (compassion, fairness, honesty, integrity, responsibility, respect, trustworthiness, self-discipline) for young children. The stories provide the opportunity for follow-up discussion and practice of behaviors that illustrate the characteristics.

Resources

Stories are recommended in *Character Education, Ideas and Activities for the Classroom*. Greensboro, NC: Carson-Dellosa.
<http://www.carsondellosa.com/ProductDetailed.asp?CDCCode=CD7318>.

Compassion

Now One Foot, Now the Other. Putnam, 1988.

The Rainbow Fish. North-South Books, 1996.

Fairness

Connie Came to Play. Jill Paton Walsh. Viking Children's Books, 1996.

No Fair. Caren Holtzman and Marilyn Burns. Cartwheel Books, 1997.

Honesty

A Big Fat Enormous Lie. Marjorie Weinman Sharmat. EP Dutton, 1993.

Believing Sophie. H. J. Hutchens. Albert Whitman and Co., 1995.

Integrity

Alexander and the Terrible Horrible No Good Very Bad Day. Judith Viorst. Atheneum, 1976.

Ruby the Copycat. Peggy Rathman. Scholastic Trade, 1991.

Responsibility

Airmail to the Moon. Tom Birdseye. Holiday House, 1988.

The Berenstain Bears and the Blame Game. Stan and Jan Berenstain. Random House, 1997.

Respect

Badger's Bring Something Party. Hiawyn Oram. Lothrop, Lee & Shepard, 1995.

My Way Sally. Penelope Paine and Mindy Bingham. Advocacy Press, 1988.

Trustworthiness

Horton Hatches an Egg. Dr. Seuss. Random House Books for Young Readers, 1987.

Strega Nona. Tomie de Paola. Simon & Shuster, 1997.

Self-Discipline

Alexander, Who Used to Be Rich Last Sunday. Judith Viorst. Simon & Shuster, 1980.

Lilly's Purple Plastic Purse. Kevin Henkes. Greenwillow Books, 1996.

Teacher's Notes

Early Childhood: Kindergarten—Grade 2

Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language K.1, K.2, 1.1, 1.2, 2.1, 2.2

Complete SOL Correlations

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

EC.7: Communication skills
EC.8: Decision-making skills
EC.9: Goal setting

Instructional Activity or Strategy

Storytelling

The technique of storytelling helps young children distance themselves from a conflict so they can discuss their behavior calmly and listen to suggestions for cooperation.

Steps to Complete the Activity

- Tell the story of the conflict situation, using a “once upon a time” format.
Example: Once upon a time, Tyler and Matthew were playing outside and they both wanted to play on the swing. They got mad and started to yell at each other.
- When the story reaches the point of conflict, stop and ask the class for suggestions of how to solve the problem.
- Incorporate one of the suggestions into the story, and bring it to its conclusion.
Example: Well, that’s just what they did. They flipped a coin to see who would swing first, and then they took turns.
- Ask the real participants if this solution would work for them and if they will use it the next time they disagree.
- Ask the class to set a goal to resolve conflicts peacefully and to add this solution as a strategy.

Resources

Kreidler, William J. *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom*. Glenview, IL: Good Year Books, 1984.

Teacher’s Notes

Early Childhood: Kindergarten—Grade 2

Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language K.1, K.2, 1.1, 1.2, 2.2, 2.3

Mathematics

Geometry K.11, 1.16, 1.17

Complete SOL Correlations

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- CTE Program Areas

Leadership Student Expectations

EC.7: Communication skills

Instructional Activity or Strategy

Do As I Say

This activity provides practice in giving and following directions.

Steps to Complete the Activity

Have each student

- Select one card containing a picture of a geometric shape. In two minutes, draw a picture or design that includes the figure.
- Find a partner, but do not share the picture. Decide which partner will first be the speaker and which will be the writer.
- Go to the chalkboard as the teacher calls on the pair. The speaker describes his or her picture so that the writer can reconstruct it only from the words. When the pair is finished, compare the original picture with the reconstructed one. Then, switch roles and repeat.

Note: The teacher may wish to let students at this level ask questions and clarify directions as they proceed.

Discussion

- How much did the writer's picture look like the speaker's picture?
- What can we do to give better directions?
- What can we do to listen more effectively?

Materials

Cards with geometric shapes, such as a circle, half-circle, rectangle, and triangle

Resources

Cihak, Mary K., and Barbara J. Heron. *Games Children Should Play*. Glenview, IL: Good Year Books, 1980.

Teacher's Notes

Early Childhood: Kindergarten—Grade 2

Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language 2.1, 2.2

Reading/Literature 2.8

History and Social Science

Civics K.8, 1.10, 2.10

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- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

EC.2: Responsible behaviors

EC.7: Communication skills

Instructional Activity or Strategy

We Trust Each Other

A pair of students goes to the chalkboard. Student A faces the class (back to the board) while B writes a positive comment about him or her. A turns around and reads the comment aloud.

Discussion

When everyone has had a chance to write and be written about, discuss the concept of trust and trustworthiness.

Resources

This activity may be combined with the Read to Me activity, using stories suggested for trustworthiness in *Character Education, Ideas and Activities for the Classroom*. Carson-Dellosa Publishing Company, Inc., <http://www.carsondellosa.com>.

Additional activities focusing on trust are found in Rosebaum, Sindy. *Stepping into Yourself*. Glenview, IL: Good Year Books, 1989.

Teacher's Notes

Early Childhood: Kindergarten—Grade 2

Practicing Leadership through Service

Standards of Learning

History and Social Science

Civics K.8, 1.10, 1.12, 2.10, 2.12

Economics K.7, 1.7

Science

Resources K.10, 1.8

Complete SOL Correlations

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

EC.11: Citizenship

EC.13: Community service

Instructional Activity or Strategy

Helping Others Is Fun

The following activities enable students in K-2 to understand their place as citizens of a larger community by helping others. By assuming an active role in classroom or school efforts to share resources and benefit people in need, students gain valuable experience as followers and observe others as they exhibit leadership qualities.

Suggestions/Ideas

- Participate in a musical concert, talent show, game, or conversation during a visit to a nursing/convalescent home.
- Participate in a clean-up day at school.
- Share artwork for display with school business partners, such as banks, medical offices, and restaurants.
- Act as a teacher, library, clinic, or office assistant for a day.

Teacher's Notes

Early Childhood: Kindergarten—Grade 2

Practicing Leadership through Service

Standards of Learning

English

Oral Language K.3, 1.1, 1.3, 2.3

Writing K.11, K.12, 1.11, 1.12, 2.11

History and Social Science

Economics K.7, 1.10

Civics 1.12, 2.10, 2.12

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- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

EC.10: Community/ community needs

EC.12: Protection and caring

EC.13: Community service

Instructional Activity or Strategy

Adopt a Grandparent

This activity allows young students the opportunity to become acquainted with older citizens and to gain intrinsic rewards from giving to others.

Steps to Complete the Activity

- Have individual students, pairs, or small groups of students adopt a resident of a local nursing home or hospital.
- Have the students make each resident a goody bag containing items for everyday use (e.g., toothbrush, toothpaste, comb, packaged snack, notepaper, calendar) and decorate a paper bag or box to hold the items.
- Have students take a field trip to the nursing home to deliver the bags. Once they meet their adopted resident, they may keep in touch by sending a birthday card, holiday greetings, and school picture.

Materials

Paper bags or small boxes, stickers or other decorations

Resources

Teacher's Notes

Early Childhood: Kindergarten—Grade 2 Practicing Leadership through Service

Standards of Learning

English

Writing K.11, 1.12, 2.11

History and Social Science
Civics K.8, 1.10

Mathematics

Computation and Estimation
2.7, 2.9

Measurement K.10, 1.14,
2.15

Probability and Statistics
K.14, 1.18, 2.23

Science

Resources K.10, 1.8

Complete SOL Correlations

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- Mathematics
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- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

EC.11: Citizenship
EC.12: Protection and caring
EC.13: Community service

Instructional Activity or Strategy

Recycling Papers

This activity enables young students to participate in a community project.

Steps to Complete the Activity

- Discuss the importance of recycling by identifying uses of recycled products.
- Have students make posters to encourage recycling as part of a school-wide ad campaign.
- Have the class decorate one or more boxes to collect newspapers and/or mixed paper for recycling.
- Each week, place a different student in charge of collecting the papers and taking the box to the office to be picked up (or taken to a central location) for recycling.
- Visit a recycling plant or invite a guest speaker to explain how recycling works.
- Allow students to observe as their collection of paper is weighed.
- Have students record the weight and chart it over time. At the end of the school year, have students total the weight of all paper to be recycled.

Teacher's Notes

Early Childhood: Kindergarten—Grade 2 Practicing Leadership through Service

Standards of Learning

English

Writing K.11, K.12, 1.12,
2.11, 2.12

History and Social Science

Economics k.6, K.7, 1.7, 1.8
Civics K.8, 1.10, 1.12, 2.10,
2.12

Mathematics

Probability and Statistics
1.18, 2.23

Complete SOL Correlations

Correlations of all Virginia
Standards of Learning and
Career and Technical
Education courses to the
Leadership Student
Expectations appear in
Appendix C. The correlations
include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical
Education, and Driver
Education
- CTE Program Areas

Leadership Student Expectations

EC.10: Community/
community needs
EC.12: Protection and caring

Instructional Activity or Strategy

Schoolwide Drives

This activity provides an opportunity for young students K-2 to assume a leadership role in the school.

Steps to Complete the Activity

- Discuss a number of options for a schoolwide drive (e.g., used books for a children's hospital; food items for a local food bank; winter wear such as mittens, scarves, coats, and heavy socks for a community clothes closet), and select one to organize and carry out.
- Publicize the drive by making posters and writing announcements for broadcast to all students and school staff.
- Design collectors such as boxes or clothes trees and distribute them to rooms in the school.
- Arrange for delivery of the items.
- Design and keep a progress chart during the drive.
- When the project is complete, publicize the results and thank all contributors.

Teacher's Notes

Linking Leadership to Instruction

Sample Activities for Elementary School: Grades 3-5

Developing Knowledge of Self and Others

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Defining Leadership

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Developing Leadership Skills and Practices

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Practicing Leadership through Service

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And the Survey Says	53
Let Me Be Your Guide	54



LEADERSHIP

for the 21st Century

Elementary School: Grade 3-Grade 5

Developing Knowledge of Self and Others

Standards of Learning

English

Oral Language 3.1, 3.2, 4.1, 4.2, 5.1, 5.3
Writing 3.10, 4.7, 5.8

History and Social Science
Civics 3.10, 3.12

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

ES.1: Self-image
ES.2: Group interaction
ES.3: Needs and concerns of others

Instructional Activity or Strategy

Taking a Good Look at Me and You

Students use creative activities to increase awareness of their self-image as individuals and group members and of others as friends and teammates.

Suggestions/Ideas

Wanted Poster

This activity helps students become aware of the characteristics that make each person unique. Have each student attach a personal picture to a 12- x 18-inch piece of construction paper. The student adds his or her name, physical description, and characteristics such as interests, talents, strengths and weaknesses, and opinions. Post around the room.

Role Play: Feelings and Choices

This activity helps students recognize how feelings affect their choices and actions. Prepare index cards describing positive and negative situations. (Examples: Your best friend broke her arm. The teacher asks you to talk in class. Someone called you a bad name.) Have pairs of students pick a card and role play their response.

Pictures of Differences and Similarities

This activity helps students realize that while each person is unique, people have similarities as well. Pairs of students think of eight ways they are alike and different. They draw or attach a photograph of each partner and write descriptive statements highlighting differences and similarities between the two.

Friend Commercial

This activity allows students to reinforce others' positive feelings about themselves and help meet the needs of fellow students for friendship, approval, and acceptance. After discussing some familiar commercials, divide the class into pairs. Ask each partner to compose a commercial about the other, telling what characteristics the person has that would make him or her, for example, a caring friend, an effective leader, a good citizen, or a contributing team member.

Teacher's Notes

Elementary School: Grade 3-Grade 5

Developing Knowledge of Self and Others

Standards of Learning

English

Oral Language 3.1, 4.1, 5.1

Writing 3.10, 4.7, 5.8

Complete SOL Correlations

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- Foreign Language
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- CTE Program Areas

Leadership Student Expectations

ES.3: Needs and concerns of others

Instructional Activity or Strategy

Ergo

This activity helps students realize the danger in assuming knowledge of others' feelings without adequate information.

Steps to Complete the Activity

- Explain that *ergo* is a Latin word meaning *therefore*.
- Have students write endings to a variety of incomplete sentences, such as
He laughed loudly; ergo...
She ran away; ergo...
She started to cry; ergo...
- Have students discuss their ergo responses.

Discussion

- How did you come up with your response?
- How did your own feelings and experiences influence your responses?
- What other information is necessary to draw informed conclusions?
- How can you get this information?

Resources

Kreidler, William J. *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom K-6*. Glenview, IL: Good Year Books, 1984.

Teacher's Notes

Elementary School: Grade 3-Grade 5

Developing Knowledge of Self and Others

Standards of Learning

English

Writing 3.10, 4.7, 5.8

History and Social Science

Civics 3.10, 3.11

Mathematics

Geometry 4.16, 5.14

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- CTE Program Areas

Leadership Student Expectations

ES.1: Self-image

Instructional Activity or Strategy

Let's Fly a Kite

This activity gives students a chance to celebrate their good deeds and unselfish behaviors, thereby boosting self-confidence.

Steps to Complete the Activity

Have each student

- Draw and cut out a kite (a quadrilateral).
- Divide the kite into four sections by drawing two perpendicular lines that bisect opposite angles. Label the sections as follows (or with similar phrases):
 - I'm proud of things I've done for my friends:
 - I'm proud of things I've done for my family:
 - I'm proud of things I've done in school:
 - I'm proud of things I've done for my community:
- List in the appropriate section one or more deeds recently performed.
- Add a tail made out of yarn and decorate the kite as desired.

Post kites around the room.

Materials

12- x 18-inch construction paper, scissors, magic markers, yarn, glitter, and other decorations

Resources

Idea for "I'm Proud" celebration comes from Cihak, Mary K., and Barbara J. Heron. *Games Children Should Play*. Glenview, IL: Good Year Books, 1980.

Teacher's Notes

Elementary School: Grade 3-Grade 5

Developing Knowledge of Self and Others

Standards of Learning

English

Oral Language 3.1, 4.1, 5.1

History and Social Science

Economics 3.9

Complete SOL Correlations

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- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

ES.1: Self-image

Instructional Activity or Strategy

So What Do You Want?

This activity focuses on the importance of making and defending quick choices concerning personal preferences.

Note 1: A helper is needed for this activity.

Note 2: This activity can be adapted to involve beliefs and values, political issues, or the difference between voting and consensus.

Steps to Complete the Activity

- Explain personal preferences by distinguishing them from important decisions that call for discussion with others and a search for information. These choices should not be influenced by the group, even if a person is alone in a particular preference.
- Have all students gather in the middle of the room. Teacher and helper stand on opposite sides of the room.
- Teacher and helper each hold up a card with a clearly delineated choice. For example, one card says *chocolate* and the other says *vanilla*, or one card says *SUV* (sport utility vehicle) and the other says *convertible*. Students must choose to go to one side or the other quickly.
- Have students meet again in the middle of the room and allow one student at a time to give one reason for his or her choice. Move to the next topic.

Discussion

- How hard is it to state your opinion in the group?
- What factors influence you to choose one item over another?

Materials

5- x 8-inch index cards

Resources

Cihak, Mary K., and Barbara J. Heron. *Games Children Should Play*. Glenview, IL: Good Year Books, 1980.

Teacher's Notes

Elementary School: Grade 3-Grade 5

Defining Leadership

Standards of Learning

English

Oral Language 3.2, 4.2, 5.3
 Reading/Literature 3.5, 3.6,
 3.7, 4.4, 4.5, 4.6, 5.6, 5.7
 Writing 3.9, 3.10, 4.7, 5.8

History and Social Science

History 3.3
 Civics 3.11
 Virginia Studies VS.5, VS.6,
 VS.7, VS.9
 U.S. History to 1877 USI.6,
 USI.9

Complete SOL Correlations

Correlations of all Virginia
 Standards of Learning and
 Career and Technical
 Education courses to the
 Leadership Student
 Expectations appear in
 Appendix C. The correlations
 include:

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical
Education, and Driver
Education
- CTE Program Areas

Leadership Student Expectations

ES.4: Characteristics of
 leaders
 ES.5: Role of the follower

Instructional Activity or Strategy

Wax Museum

This activity helps students examine leadership traits, the flexible nature of followers, and the role of context (environment or changing situations) in leadership.

Steps to Complete the Activity

- Have students read books about or otherwise perform research on historical or present-day leaders, based on current Standards of Learning requirements. Students compose reports on the results of their research.
- Have each student dress up as a selected leader. Attach an INFORMATION button to the student's shoulder.
- Assign each student to a certain spot. Explain that wax figures must stand posed until someone pushes their button.
- Invite parents and school patrons to attend the wax museum. When a patron pushes a button, the student recites and/or acts out information about his or her particular leader.

Resources

Grade- and subject-appropriate biographies of leaders
 Access to Internet

Teacher's Notes

Elementary School: Grade 3-Grade 5 Defining Leadership

Standards of Learning

English

Oral Language 3.2, 4.2, 5.3
Reading/Literature 3.5, 3.7,
4.5, 4.6, 5.5, 5.7
Writing 3.10, 4.7, 5.8

History and Social Science

History 3.1, 3.2, 3.3
Civics 3.11
Virginia Studies VS.4, VS.5,
VS.6VS.7, VS.8
U.S. History to 1877 USI.3,
USI.4, USI.5

Complete SOL Correlations

Correlations of all Virginia
Standards of Learning and
Career and Technical
Education courses to the
Leadership Student
Expectations appear in
Appendix C. The correlations
include:

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical
Education, and Driver
Education
- CTE Program Areas

Leadership Student Expectations

ES.4: Characteristics of
leaders
ES.6: Role of environment in
the process of leadership

Instructional Activity or Strategy

Historical Cooperation

This activity focuses on instances of cooperation—as opposed to conflict—between groups in a variety of historical time periods and the factors that made the cooperation possible.

Steps to Complete the Activity

- Divide the class into groups. Assign each group a historical time and place to search. (Examples may include Ancient Greece or Rome, the Virginia colony, or other periods in the grade-level course of study.)
- Have each group research the assigned period and discover five examples of cooperation among the people of the time (within or among historical groups). Examples may include economic cooperation (money from France to support the American Revolution), political cooperation (the Constitutional Convention), and social cooperation (the Underground Railroad).
- Have students present their information through oral and written reports, models, or other displays.

Discussion

- How did you find examples of cooperation?
- What characteristics did the leaders have that made cooperation possible?
- What are some modern examples of cooperation among groups, and how are they similar to or different from the historical examples?

Resources

History texts, references, access to Internet
Kreidler, William J. *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom K-6*. Glenview, IL: Good Year Books, 1984.

Teacher's Notes

Elementary School: Grade 3-Grade 5

Defining Leadership

Standards of Learning

English

Oral Language 3.1, 3.2, 4.1, 4.2, 5.1, 5.3
Writing 3.10, 4.7, 5.8

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

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- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

ES.4: Characteristics of leaders

Instructional Activity or Strategy

Behind the Scenes at School

This activity provides an opportunity for students to meet adult school leaders and observe them in action.

Steps to Complete the Activity

Prior to a visit to various school departments, students study the jobs involved in running the local school. They develop an interview sheet to guide their questions of school leaders. (Examples of questions may include, “How did you become the _____?” “What do you think makes you a good school leader?” “What advice would you give young people who want to contribute to the school?”)

Groups of students visit the school departments, observe leaders at work, and interview selected leaders such as the principal, assistant principals, cafeteria manager, head custodian, school secretary, school crossing guard, bus drivers, librarian, school nurse, and guidance counselor. If possible, arrange for small groups or individual students to shadow a leader as he or she works through a morning or afternoon.

To conclude the project, students develop a booklet or written report about the person who, in their opinion, is the most impressive leader, describing his or her job, characteristics, and contributions to the school.

Resources

Civics reference, access to the Internet

Teacher’s Notes

Elementary School: Grade 3-Grade 5

Defining Leadership

Standards of Learning

English

Oral Language 3.1, 3.2, 4.1, 4.2, 5.1
 Reading/Literature 3.5, 3.7, 4.4, 4.6, 5.6, 5.7
 Writing 5.8

History and Social Science

History 3.3
 Virginia Studies VS.3, VS.4, VS.5
 U.S. History USI.6

Complete SOL Correlations

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- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

ES.4: Characteristics of leaders
 ES.5: Role of the follower
 ES.6: Role of environment in the process of leadership

Instructional Activity or Strategy

Where No One Has Gone Before

This activity focuses on explorers and what makes them persevere in the face of hardship to accomplish their goals.

Steps to Complete the Activity

Discuss the concept of exploration, introducing the idea that discovery of new lands is just one type of exploration and that people who search for new information, expand understanding of people and issues, and work for social change are also explorers. Depending upon topics under study, examples could range from Galileo and Pythagoras to Gandhi and Mother Teresa as well as the famous English, Spanish, and French explorers of the New World.

Have small groups of students

- Read articles or a biography of a historical or modern explorer in a field of interest.
- Develop an interview guide that includes questions about the reasons the explorer began his or her work; obstacles the explorer had to overcome to succeed; the support (or lack of support) extended by family; colleagues and others; and the factors that led to success.
- Select a member of the team to portray the explorer on a classroom talk show, as interviewed by the other members of the team.

Resources

Historical references, access to the Internet

Teacher's Notes

Elementary School: Grade 3-Grade 5

Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language 3.1, 3.2, 4.1, 4.2, 5.1, 5.3

Reading/Literature 3.5, 3.6, 3.7, 4.5, 4.6, 5.6, 5.7

Writing 3.10, 4.7, 5.8

History/Social Science

Standards of Learning will vary according to course of study.

Mathematics

Probability and Statistics 3.21, 3.22, 4.20, 5.18 (if mathematical visual aids such as graphs, tables, or charts are used)

Complete SOL Correlations

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

ES.7: Communication skills

ES.8: Decision-making skills

Instructional Activity or Strategy

Group Debate

Group debates enhance a student's organizational and communication skills, which are vital to effective leadership. Selected students debate issues ranging from historical questions to social issues, and other classmates write majority or minority opinions.

Steps to Complete the Activity

- Assign a topic of debate. Example: Should western Virginia have separated to form another state?
- Break into two groups, one for and one against the issue.
- Have groups research the issue.
- Have groups focus the debate by subtopics. Examples: Politics, lifestyle, slavery, taxation
- Ask students to exchange ideas within the group.
- Have each group choose one person to debate each subtopic. Debater will have two minutes to present and one minute to argue the subtopic. Debater may use visual aids such as graphs, tables, or charts.
- Have each group choose one person to summarize the information presented and debate the original question.
- Award the debate to the group that presents the more convincing argument in terms of accuracy and adequacy of information and presentation effectiveness.
- Have nondebaters write a paragraph stating their opinion on the question, addressing all subtopics.

To conclude the activity, have students examine the process and identify examples of leadership displayed during the planning, delivery, and evaluation of the debate.

- What do you think qualified particular students to be leaders?
- Did the leader of the group encourage and try to include everyone's contribution?
- Were the people who spoke in the debate the leaders?
- Were you a leader during any phase of the assignment?
- Would you like to be a leader in a similar assignment?

Teacher's Notes

Elementary School: Grade 3-Grade 5 Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language 3.1, 4.1, 5.1

Writing 3.10, 4.7, 5.8

Complete SOL Correlations

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- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

ES.9: Long-term goals

Instructional Activity or Strategy

Setting a Goal

The purpose of this activity is to help students focus on the future and understand the importance of planning, action, and evaluation in reaching a goal.

Steps to Complete the Activity

Define a goal as something one intends to do or achieve.

Explain that people set goals as a way of organizing priorities and managing time.

Introduce a variety of goal statements such as “Raise my math grade one letter grade,”

“Buy a new CD,” and “Learn the basics of tennis.”

Have students

- As practice, brainstorm specific strategies to accomplish each goal, discuss obstacles they might encounter, and determine ways to overcome the obstacles. Emphasize that situations sometimes make it necessary to modify goals.
- Set an individual goal that will take a month to complete. The goal must be realistic and be something the student can share with the class. Develop objectives and strategies for meeting the goal (information to gather or action to take to meet each objective, resources needed, and a time line).
- Evaluate the goal each week to determine progress made. Keep a log of actions taken, obstacles encountered, and problems solved.
- At the end of the month, report on success in reaching goals.
- As a class, compile a list of criteria for effective goal statements and do’s and don’ts for goal setting.
- As individuals, set a long-term goal (for a year or more in the future), writing a goal statement, objectives, and strategies.

Teacher’s Notes

Elementary School: Grade 3-Grade 5

Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language 3.1, 4.1, 5.1

Complete SOL Correlations

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- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

ES.7: Communication skills
ES.8: Decision-making skills

Instructional Activity or Strategy

Arguments vs. Discussions

This activity helps students distinguish between arguments and discussions and emphasizes the benefits of discussion as a prelude to decision making and problem solving.

Steps to Complete the Activity

- Ask students the difference between an argument and a discussion, and write their ideas on the board. If necessary prompt them with suggestions about tone of voice, body language, and vocabulary.
- Make a list of practice topics, and ask for volunteers to demonstrate an argument and a discussion about a topic from the list.

Discussion

- What happens when people argue?
- Can you have a discussion when you are angry?
- What is the goal of an argument? Of a discussion?
- What are the benefits of discussion over an argument?

Resources

Kreidler, William J. *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom*. Glenview, IL: Good Year Books, 1984.

Teacher's Notes

Elementary School: Grade 3-Grade 5

Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language 3.1, 3.2, 4.1, 4.2, 5.1, 5.3

Reading/Literature 3.7, 4.6, 5.7

History and Social Science

Economics 3.7, 3.9

Science

Scientific Investigation, Reasoning and Logic 3.1

Complete SOL Correlations

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- Foreign Language
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- CTE Program Areas

Leadership Student Expectations

ES.7: Communication skills
ES.8: Decision-making skills
ES.9: Long-term goals

Instructional Activity or Strategy

Improve a Product

This activity allows students to engage in group problem solving and have fun at the same time.

Steps to Complete the Activity

- Ask the class to list products they use at home and at school. Talk about how some of these products might be improved to make them, for example, easier to use, less expensive, more appealing to children, more durable, or more comfortable.
- Divide class into groups of four or five engineering teams. Explain that an engineering team may consist of one or more designers, builders, testing coordinators, and marketers.

Have groups

- Select a product that needs improvement.
- Decide what kind of improvement to make (set a goal for the solution).
- Discuss how the improvement could be made (suggest alternatives).
- Devise criteria by which the group will evaluate alternatives.
- Select the best alternative method of improving the product.
- Draw plans for or build a model of the improved product.
- Test the improved product by comparing it to the goal set in step 2.
- Present the improved product to the class.

Discussion

- How did you select the product, determine an improvement, and decide how to accomplish the improvement?
- Did the team have any problems? How did you solve team-related problems?

Teacher's Notes

Elementary School: Grade 3-Grade 5 Practicing Leadership through Service

Standards of Learning

English

Oral Language 3.2, 4.1, 5.2, 5.3

Reading 3.6, 4.4, 5.5

Writing 3.10, 4.7, 5.8

History and Social Science

Civics 3.10

Complete SOL Correlations

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- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

ES.10: Community/
community needs

ES.11: Citizenship

ES.12: Protection and caring

ES.13: Community service

Instructional Activity or Strategy

Volunteering for Service

Many opportunities for school and community service exist for students in the upper elementary grades. Students who participate in these activities increase their understanding of community needs, citizenship, stewardship, and the concept of altruistic service or volunteerism. Students may also need to make choices concerning volunteer opportunities based on time available, resources, and interest, learning a lesson in self-management as well.

Suggestions/Ideas

- Organize/participate in collection drives or fundraisers, such as for money for a needy family during a holiday, or pet supplies for the SPCA.
- Visit a nursing/convalescent home and read aloud, tell, or act out stories or poems.
- Become a peer tutor, helping younger students master lessons.
- Write letters or cards to offer emotional support to others, such as children in hospitals, military personnel overseas, or elderly citizens.
- Organize and implement a school activity such as a field day or SCA activity.
- Kidvote: Help set up and staff a voting booth at the regular polling place, so students can “vote” in elections along with their parents.
- Participate on an SCA committee to organize/implement a school project such as a dance or awards assembly.
- Organize/implement a clean-up project for school or community.

Resources

The Giraffe Project <http://www.giraffe.org>

Teacher’s Notes

Elementary School: Grade 3-Grade 5 Practicing Leadership through Service

Standards of Learning

English

Oral Language 3.1, 4.1

Writing 3.10, 4.7, 5.8

Mathematics

Computation and Estimation

3.8, 4.6, 5.3

Complete SOL Correlations

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- Foreign Language
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- CTE Program Areas

Leadership Student Expectations

ES.13: Community service

Instructional Activity or Strategy

Trike-A-Thon

This project allows students to assist younger children in an effort to raise money for a worthy cause. It should be held in cooperation with a child care center with children 3 to 5 years old, who ride their tricycles around a track for a pledged amount per “lap.”

Steps to Complete the Activity

After students accept the activity as a class service project, have students form committees to

- Cooperate with child care center staff to arrange the date and place for the trike-a-thon.
- Publicize the event by composing and writing letters of explanation to the parents of the child care students and making posters to display at the child care center and within the school.
- Volunteer to talk to the young children about bicycle safety and etiquette.
- Develop sign-up sheets for sponsors. Sponsors should have the choice of a flat donation or a pledge per lap for a certain child.
- Design certificates for the children who participate in the activity.
- On the day of the trike-a-thon, assist children with their tricycles, count laps completed by assigned children, and serve refreshments to participants, volunteers, and parents.
- Assist with clean-up of the area.
- Assist with counting money and pledges, and set up a simple ledger to total contributions.

Once the project is completed, students should write a report detailing the activity. The report should address the following points in addition to a straight account of the events:

- Did your committee have any problems carrying out your assigned tasks? If so, how did you solve these problems?
- Who was/were the leader(s) of your committee? How were they chosen? Did different people act as the leader at different times?
- Would you want to participate in a similar activity again? If so, what would you do differently the next time?

Teacher’s Notes

Elementary School: Grade 3-Grade 5 Practicing Leadership through Service

Standards of Learning

English

Oral Language 3.1, 4.1

Writing 3.10, 4.7, 5.8

History and Social Science

Civics 3.10

Mathematics

Probability and Statistics

3.21, 3.22, 4.20, 5.18

Complete SOL Correlations

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- Fine Arts
- Foreign Language
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- CTE Program Areas

Leadership Student Expectations

ES.11: Citizenship

Instructional Activity or Strategy

And the Survey Says...

This activity focuses on the large number of community needs that need to be addressed and factors that influence priorities for community action.

Steps to Complete the Activity

Have students

- Compile (by brainstorming) a list of communities that exist within the local area. Examples might include educational institutions, small businesses, welfare agencies, religious institutions, animal advocates, entertainment providers, sports franchises, utility companies, professional societies, hobby or common interest clubs (such as a chess or scuba diving club), local politicians, and local law enforcement officers; there are hundreds to choose from.
- Select a manageable number of community groups and determine who would be a spokesperson for each group. For example, a teacher, principal, or school board member might speak for educational institutions, a store owner or manager for a small business, a social worker for a welfare agency.
- Design a survey to determine the three most important community needs from the perspective of each group and why these are considered important.
- Distribute surveys by mail. Develop a persuasive letter to go with the survey that encourages respondents to complete and return it.
- Tally the results.
- Present results in a graph or chart representing the number of respondents who identified a specific need.

Discussion

- How many different community needs did you discover?
- Were any groups in agreement as to needs that must be addressed?
- Why do you think different groups place importance on different needs? (For example, why would local businesses think that more downtown parking is very important? Why would parents want tax revenue spent for after-school programs?)
- How do citizens of a community decide which needs are most important?
- If the community decides to address one important need (e.g., a new school), what happens to other needs?

Teacher's Notes

Elementary School: Grade 3-Grade 5 Practicing Leadership through Service

Standards of Learning

English

Oral Language 3.1, 4.1, 5.2
Writing 3.10, 4.7, 5.8

Complete SOL Correlations

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- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

ES.12: Protection and caring

Instructional Activity or Strategy

Let Me Be Your Guide

Students in grades 3, 4, and 5 volunteer to act as school guides. An orientation enables guides to demonstrate knowledge of school rules and procedures, room locations, and effective communication skills.

School guide activities could include

- Assisting kindergarten or grade 1 students (or new students in any grade) the first few weeks of school (providing orientation from a student perspective).
- Assisting visitors and escorting them to specific locations around the school.
- Participating in the organization of parent visitation nights.
- Creating a map of the school to help visitors navigate the building or campus.
- Developing a school orientation guide for nonreaders or non-English speakers.
- Developing orientation packets for new students, to include items such as the school schedule, map, lunchtime procedures, descriptions of extracurricular activities, and names of school staff.

Teacher's Notes

Linking Leadership to Instruction

Sample Activities for Middle School: Grades 6-8

Developing Knowledge of Self and Others

Who Am I?	57
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My Coat of Arms	59
What Do <i>You</i> Think?	60

Defining Leadership

Scientists Are Leaders, Too!	61
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OK, You Be in Charge	64

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LEADERSHIP
for the 21st Century

Middle School: Grade 6-Grade 8

Developing Knowledge of Self and Others

Standards of Learning

English

Oral Language 6.1, 6.2,
7.1, 7.2, 8.2

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

MS.1: Self-image

Instructional Activity or Strategy

Who Am I?

This activity encourages students to explore their own values and gives them an opportunity to explain their values to other students.

Steps to Complete the Activity

Have students

- Decorate the *outside* of a paper bag to represent their personality or what they think others readily see/judge/perceive them to be.
- Cut out pictures, words, and ideas and put them *inside* the bag to represent the inner self (such as values, personality traits, or beliefs).
- Present to the class the bag they have decorated.
- Share with the class one trait from inside the bag.
- Discuss the differences between what others seem to be and what they really are.

Discussion

The concluding discussion led by the teacher could be enlarged to encourage students to develop their hidden or private attributes and to encourage students to accept differences in others more readily.

Materials

Paper bags, magazines, newspapers, glue

Teacher's Notes

Middle School: Grade 6-Grade 8

Developing Knowledge of Self and Others

Standards of Learning

English

Oral Language 6.2

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

MS.1: Self-image

MS.2: Influence on others

Instructional Activity or Strategy

The Lemon Game

This activity encourages students to explore the importance of individual differences, the need for astute observational skills, and sensitivity to personal characteristics.

Steps to Complete the Activity

Have each student

- Select a lemon and examine it very carefully by, for example, rolling it, squeezing it, handling it, and inspecting it.
- GET TO KNOW HIS OR HER LEMON.
- Give the lemon back to the teacher.
- Find his or her lemon from the collection.

Discussion

- How many of you are very sure you reclaimed your original lemon? Why?
- What parallels are there between differentiating among lemons and differentiating among people?
- Why can't we get to know people as rapidly as you got to know your lemon?
- What conclusions might we draw about human differences and human behavior?

Materials

One lemon for each student

Teacher's Notes

Middle School: Grade 6-Grade 8

Developing Knowledge of Self and Others

Standards of Learning

English

Oral Language 6.1, 6.2, 7.1,
7.2, 8.1, 8.2

Reading/Literature 8.6

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

MS.1: Self-image
MS.3: Interests, values, and
skills of others

Instructional Activity or Strategy

My Coat of Arms

This activity encourages students to examine and identify what is of fundamental importance to them.

Steps to Complete the Activity

Give each student a sheet with a blank coat of arms that has six spaces.

Have each student

- Follow the teacher's directions for what to draw in each space. For example, the first space may have a picture of family; the second space may have a picture of the student's greatest success; the third space may have a picture of the student's plan for the future; the fourth space may have a picture of the student's greatest failure; the fifth space may have a picture of the student's favorite musical instrument; and the sixth space may have a picture of the student's greatest influence.
- Exchange his or her coat of arms with another student and talk about what they learn about each other.
- After discussion, choose the one aspect of his or her coat of arms that he or she thinks is most important and present it to the class. The oral presentation could be expanded to a written activity.

Discussion

- What did you learn about yourself through this activity?
- What did you learn about your classmates through this activity?
- Why are symbols useful for understanding people and ideas?
- If your parent/sibling were to do this activity, would the pictures be similar to yours? How would they be different?
- How will your coat of arms be different in ten years?

Materials

Paper, magic markers, pencil, etc.

Teacher's Notes

Middle School: Grade 6-Grade 8

Developing Knowledge of Self and Others

Standards of Learning

English

Oral Language 6.1, 6.2, 7.1, 7.2, 8.1, 8.2
Reading/Literature 6.3, 7.4, 8.4

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

MS.1: Self-image
MS.2: Influence on others
MS.3: Interests, values, and skills of others

Instructional Activity or Strategy

What Do *You* Think?

This activity encourages students to identify and express their ideas in an informal setting.

Steps to Complete the Activity

Have students

- Form a small circle (no more than six students per group).
- Fill in the blank as the leader introduces a sentence. Sample sentences may include:
 - “If I were a sign, I would say. . .”
 - “If I were an animal, I would be. . .”
 - “If I were a jacket, I would look like. . .”
 - “Three words that describe me are. . .”
 - “I feel good when. . .”
 - “What makes me really angry is. . .”
 - “My goal for this year is. . .”
 - “The person I admire most is. . .”
- Elaborate on their ideas or ask each other additional questions.

Discussion

The teacher may remind students of the importance of self-discovery and self-knowledge. Also, the teacher may want to encourage students to be sensitive to others' feelings and differences of opinion.

Resources

Idea for this activity is from the following resource: Fiscus, Lyn, ed. *Leadership Curriculum Guide*. Reston, VA: National Association of Secondary School Principals, 1995.

Teacher's Notes

Middle School: Grade 6-Grade 8

Defining Leadership

Standards of Learning

English

Oral Language 6.1, 6.2, 7.1, 7.2, 8.2

Reading/Literature 6.5, 7.6, 8.6

Writing 6.6, 6.7, 7.8, 7.9, 8.7, 8.8

Science

Force, Motion, and Energy 4.3f

Earth Patterns, Cycles, and Change 4.7d

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

MS.4: Characteristics of leaders

Instructional Activity or Strategy

Scientists Are Leaders, Too!

The purpose of this activity is to use the successes of scientists to demonstrate leadership characteristics important for effective leadership. (This activity could also be used to highlight other fields and careers, such as artists, musicians, entertainers, mathematicians, athletes, small business owners, fire and police chiefs, teachers, journalists, etc.)

Steps to Complete the Activity

Have students

- First do research on the life and accomplishments of a famous scientist. The research can be done alone or in groups.
- Identify some characteristics of an effective leader.
- Answer the following questions based upon their research:
- What characteristics does this scientist have that are consistent with the characteristics of an effective leader?
- What unique experiences does this scientist have that enabled him or her to be an effective leader?
- How has this scientist promoted his or her vision?
- How have collaborative efforts of scientists affected the past, the present, and perhaps the future?
- Present their research to the class in an oral presentation.

Discussion

A follow-up activity could include a debate about which scientist was the most effective leader.

Instructional Materials and Resources

Students will need a computer lab or classroom computer with access to the Internet. Students may also use their textbooks and the school and local libraries.

Teacher's Notes

Middle School: Grade 6-Grade 8

Defining Leadership

Standards of Learning

English

Oral Language 6.1, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3

Reading Literature 6.5, 7.7, 8.6

Writing 6.6, 6.7, 7.8, 7.9, 8.7, 8.8

History and Social Science

U.S. History 1877-Present

USII.3, USII.6, USII.8

Civics CE.6

World History and

Geography to 1500 A.D.

WHI.3, WHI.4, WHI.7,

WHI.8

Science

Earth Patterns, Cycles, and Change 4.7d

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

MS.4: Characteristics of leaders

MS.6: Role of context in leadership

Instructional Activity or Strategy

“Profiles in Courage”

The purpose of this activity is to allow students to discover the leadership characteristics of certain famous leaders.

Steps to Complete the Activity

Have students

- First do research on the life and accomplishments of a famous political leader. The research can be done alone or in groups.
- Analyze the situations in which their leader demonstrated original, courageous, or creative leadership. Imagine how their leader would react to situations today. For example, how would George Washington react to civil rights legislation? How would Martin Luther King, Jr. react to the current political situation in South Africa? Write a series of questions for their leader to answer that reflect his or her character and his or her leadership abilities.
- Present their research to the class in an interview format (perhaps like one of the news talk shows—“Face the Nation” etc.)

Instructional Materials and Resources

Students will need a computer lab or classroom computer with access to the Internet.

Students may also use their textbooks and the school and local libraries.

Teacher’s Notes

Middle School: Grade 6-Grade 8

Defining Leadership

Standards of Learning

English

Oral Language 6.1, 6.2, 7.,
7.2, 8.1, 8.2

Reading/Literature 6.5, 7.6,
7.7, 8.6

Writing 6.6, 6.7, 7.8, 7.9, 8.7,
8.8

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

MS.4: Characteristics of
leaders

Instructional Activity or Strategy

What Does It Take?

The purpose of this activity is to encourage students to analyze the characteristics of an effective leader by identifying and describing the qualities and traits exhibited by different leaders.

Steps to Complete the Activity

Have students

- First read and explore case studies or descriptions of the duties of various leaders. Invite parents, older siblings, or community leaders to visit the class and share experiences about a day in their lives as, for example, a mayor, a store owner, a team captain, a warden, a school teacher, or any other position that requires leadership.
- Break into small groups. Pick one of the leaders from the previous step and come to a consensus about the characteristics and traits needed by this leader to be effective.
- Interview this leader more thoroughly, and discover the sacrifices, risk, and rewards of the job.
- Present their research to the class in an informal presentation.
- Make a list of the characteristics and traits leaders have in common.

Instructional Materials and Resources

Students will need a computer lab or classroom computer with access to the Internet. Students may also use their textbooks and the school and local libraries.

Teacher's Notes

Middle School: Grade 6-Grade 8

Defining Leadership

Standards of Learning

English

Oral Language 6.1, 6.2, 7.1,
7.2, 7.3, 8.1, 8.2, 8.3

Reading Literature 6.5, 7.7,
8.6

Research 6.9, 7.10

History/Social Science

Civics CE.7, CE.9, CE.12

Complete SOL Correlations

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

MS.4: Characteristics of leaders

MS.5: Roles and actions of followers

MS.6: Role of context in leadership

Instructional Activity or Strategy

OK, You Be in Charge

The purpose of this activity is to allow students to understand the complexities of leadership roles.

Steps to Complete the Activity

Have students

- Divide into groups of five. Have each student draw a piece of paper from the box marked “jobs.” There are five jobs—mayor, chief of police, school superintendent, director of public services, and director of recreation. This process should continue until the entire class has selected jobs.
- Break into small groups according to job (i.e., all the mayors are together, all the police chiefs together, etc.). Identify and discuss what they believe to be the major responsibilities of each job.
- Research the job and discover additional responsibilities and duties.
- Combine research of all members of the group to form one list of the job duties of each job.
- Form new groups consisting of one mayor, one chief of police, one school superintendent, one director of public services, and one director of recreation in each group. Role play to establish the town’s government, social services, libraries, schools, utilities, and parks. Be sure that each “job” area of interest is included in the town’s creation.
- Present by groups the ideas and suggestions of organization and structure for the town.

Discussion

When all groups have finished, the teacher should lead a discussion that explores the varied structures of the “towns.”

Instructional Materials and Resources

Students will need a computer lab or classroom computer with access to the Internet. Students may also use their textbooks and the school and local libraries. An additional resource may be: Fiscus, Lyn, ed. *Leadership Curriculum Guide*. Reston, VA: National Association of Secondary School Principals, 1995.

Teacher’s Notes

Middle School: Grade 6-Grade 8 Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language 6.1, 6.2, 7.1,
7.2, 7.3, 8.1, 8.2, 8.3

Reading Literature 6.5, 7.6,
7.7, 8.6

Writing 6.6, 6.7, 7.8, 7.9, 8.7,
8.8

History and Social Science

U.S. History 1877-Present
USH.3, USII.6, USII.8
Civics CE.4

Mathematics

Probability and Statistics
6.18, 6.19, 7.16, 7.17,
7.18, 8.12

Science

Resources 6.19

Complete SOL Correlations

Correlations of all Virginia
Standards of Learning and
Career and Technical
Education courses to the
Leadership Student
Expectations appear in
Appendix C. The correlations
include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical
Education, and Driver
Education
- CTE Program Areas

Leadership Student Expectations

MS.7: Effective
communication

Instructional Activity or Strategy

Analysis of Public Policy

This activity allows students to conduct research on a public policy issue of personal interest. Group work and an oral presentation help them increase the communication skills that are vital to leadership.

Steps to Complete the Activity

Have students

- Brainstorm as a group to identify controversial examples of public policy. Bring up such policies as censorship, flag burning, privacy on the Internet, Electoral College reform, Napster, health care for the elderly.
- Choose one policy to research and investigate. Form small groups in which to work.
- Reconvene by groups to discuss and analyze findings. Students may use graphs, charts, or other methods of data analysis.
- Present findings in an oral group presentation. Encourage other students to respond to the group's presentation.
- Write a persuasive essay or letter to the editor asking for some change in policy as a result of the research and presentations.

Instructional Materials and Resources

Students may use their textbooks, school and local libraries, the Internet, or other electronic resources. Of particular help may be the *New York Times* Web site:

<http://www.nytimes.com>.

Analysis of public policy is addressed in the Youth Leadership Initiative (YLI) e-Congress. The e-Congress is introduced as a high school activity on page 83. For more information, visit the YLI Web site (<http://www.youthleadership.net>).

Teacher's Notes

Middle School: Grade 6-Grade 8 Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language 6.1, 6.2, 7.1
7.2, 7.2, 7.3, 8.1, 8.2, 8.3
Reading/Literature 6.5, 7.6,
7.7, 8.6
Writing 6.6, 6.7, 7.8, 7.9, 8.7,
8.8

Complete SOL Correlations

Correlations of all Virginia
Standards of Learning and
Career and Technical
Education courses to the
Leadership Student
Expectations appear in
Appendix C. The correlations
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- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical
Education, and Driver
Education
- CTE Program Areas

Leadership Student Expectations

MS.7: Effective
communication
MS.8: Decision-making skills
MS.9: Personal vision

Instructional Activity or Strategy

What Would *You* Do If. . .?

This activity allows students to explore what it feels like to take a leadership position in different situations.

Steps to Complete the Activity

The teacher should create numerous situations in which leadership skills are needed (examples include natural disaster, death of a family member, political issues, etc.) and write them on separate pieces of paper. Then place the papers in a box.

Have students

- Draw a situation from the box and have a class period to consider the situation and how he or she would provide leadership to solve the problem. During this time use the Internet or the school library to do any research needed.
- Present his or her solutions to the situation to the class in the form of a bulleted list or a written plan in the form of an essay.

Discussion

The follow-up activity led by the teacher should include a discussion of the strengths and weaknesses of the solutions. At the end of the class period, students may write an essay analyzing the most effective leadership methods they observed. This activity could also be done by groups. In addition, students may create a list of essential steps to follow in case of an emergency related to the situations presented.

Instructional Materials and Resources

Students may use their textbooks, school or classroom libraries, the Internet, or other electronic resources.

Teacher's Notes

Middle School: Grade 6-Grade 8 Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language 6.1, 6.2, 7.1, 7.2, 8.2
Writing 6.6, 6.7, 7.8, 7.9, 8.7, 8.8

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

MS.7: Effective communication
MS.8: Decision-making skills

Instructional Activity or Strategy

The Spring Dance

This activity allows students to explore what it feels like to take a leadership position in a difficult situation.

Steps to Complete the Activity

- The president of the Student Government Association has announced that the organization has been given permission to sponsor a spring dance. The president is responsible for making sure that everything is done in a timely manner. Panic sets in because there is so much to do. Where and how can the president get help?
- Have students brainstorm what needs to be done to prepare for the dance and make a list of priority concerns. Decide how to delegate the jobs so that all will be done effectively.

Discussion

The follow up activity led by the teacher should include a discussion of the strengths and weaknesses of the solutions. A follow-up writing assignment might be for the students to write a short essay from the president's perspective explaining his or her frustrations with preparing for the dance.

Teacher's Notes

Middle School: Grade 6-Grade 8

Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language 6.1, 6.2, 7.1,

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education competencies to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

MS.8: Decision-making skills

Instructional Activity or Strategy

Organization Is the Key. . .

This activity allows students to assess and develop organizational skills that are crucial to successful leadership.

Steps to Complete the Activity

Students are given a list of 15 tasks that must be completed in one week. Each student should organize the tasks on a weekly calendar. The tasks include

- You must complete applications to join two clubs at school by Thursday afternoon.
- Your mother says that you must clean your room from top to bottom or you can't go out this weekend.
- You have soccer practice from 4 to 6 p.m. on Monday and Wednesday.
- You have a huge test on four chapters of history on Friday, and you haven't read three of the chapters.
- You have a dance on Saturday night.
- Your mother wants you to visit your grandparents on Sunday afternoon.
- You have 20 math problems to do for Wednesday.
- You have a committee meeting for the Fall Dance on Tuesday before school.
- You have a French test on Thursday.
- You have to baby sit from 1 to 3 p.m. on Sunday.
- You have been invited to a friend's birthday party on Saturday afternoon, and you have to go to the mall to buy a present before the party.
- You have six worksheets to do for your health class.
- You want to go to a special movie before it leaves town on Thursday.
- You have to go to the drama club meeting on Thursday afternoon.
- You have to help your father clean out the garage before Sunday night.

Discussion

After students have finished their calendars, the teacher should lead a discussion about how students chose priorities and how they decided what to do when. A master calendar could be created by the whole class. Students may wish to create an individual weekly calendar to organize their real tasks and assignments.

Instructional Materials and Resources

Teachers should provide students with a blank weekly calendar. For additional information or ideas, the teacher may consult the following source: Fiscus, Lyn, ed. *Leadership Curriculum Guide*. Reston, VA: National Association of Secondary School Principals, 1995.

Teacher's Notes

Middle School: Grade 6-Grade 8 Practicing Leadership through Service

Standards of Learning

English

Oral Language 6.1, 6.2, 7.1,
7.2, 8.1, 8.2

Reading/Literature 6.5, 7.6,
7.7, 8.6

Writing 6.6, 6.7, 7.8, 7.9, 8.7,
8.8

Research 6.9, 7.10

Mathematics

Probability and Statistics
6.18, 6.19, 7.16, 7.17,
8.12

Science

Scientific Investigation,
Reasoning and Logic 6.1
Resources 6.9

Life Science LS.1, LS.7,
LS.8, LS.11, LS.12

Complete SOL Correlations

Correlations of all Virginia
Standards of Learning and
Career and Technical
Education courses to the
Leadership Student
Expectations appear in
Appendix C. The correlations
include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical
Education, and Driver
Education
- CTE Program Areas

Leadership Student Expectations

MS.10: Evaluation of
community needs

MS.11: Roles and
responsibilities of citizens

MS.12: Stewardship

Instructional Activity or Strategy

An Environmental Study

The purpose of this activity is to make students more aware of the environmental issues in their community.

Steps to Complete the Activity

Have students

- Brainstorm to identify environmental issues that affect their class, school, or community. Examples may include studying the pollution in a local stream, the human impact upon the pollution, the causes of pollution, and the depletion of natural resources.
- Choose an issue to study. Research should include problems caused by the individual, the school, or the community.
- Present their findings to the class, the school, or the local community.
- Write a paper on their research, collect data to graph, interpret, and analyze. The results could be used to make presentations (which include the problem, research, experiment, and solution) to the peer group, administration, or school board. This project could become larger as a student or a group of students incorporate their watershed and then make presentations to a local or state government.

Instructional Materials and Resources

Students may refer to any of the following: local soil and water conservation data information; Environmental Protection Agency; Environment Export Council; the Internet; textbooks; school and local libraries. Students may also refer to the following web site: <http://www.projectwild.org>

Teacher's Notes

Middle School: Grade 6-Grade 8 Practicing Leadership through Service

Standards of Learning

English

Oral Language 6.1, 7.1, 7.2

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

MS.13: Service to communities

Instructional Activity or Strategy

Let Me Help You Learn That

The purpose of this activity is to make students more sensitive toward the learning styles of younger students.

Steps to Complete the Activity

Have students

- Talk about how they can help younger students become stronger academically.
- With the help of a guidance counselor or teacher, select younger students who need tutoring.
- Meet for tutoring with the younger child once a week throughout the semester/year.
- Focus on math skills, reading improvement, vocabulary building, or any area needed.
- Analyze the improvements the younger students have made during the semester and chart a course for the next semester or next year.
- Analyze their own tutoring skills and think of ways to improve their skills next time.

Instructional Materials and Resources

Students may refer to their classroom teachers, the Internet, textbooks, and school and local libraries.

Teacher's Notes

Middle School: Grade 6-Grade 8 Practicing Leadership through Service

Standards of Learning

English

Oral Language 6.1, 7.1, 8.1

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

MS.10: Evaluation of
community needs

MS.12: Stewardship

MS.13: Service to
communities

Instructional Activity or Strategy

What Does Our School Need?

The purpose of this activity is to make students aware of service projects that can be done to improve the appearance of the school and to encourage them to participate in the projects.

Steps to Complete the Activity

Have students

- Identify improvements that could be made in the school. Areas might include cleaning the school grounds, planting flowers outside the school, picking up trash in the halls, beautifying the lunchroom, or creating a mural in a drab hallway.
- Plan how to accomplish their goals. They may need to talk to the principal, the PTA, the custodian, their teachers, and their fellow students.
- Think of ways to include as many students as possible in the service project.

Teacher's Notes

Middle School: Grade 6-Grade 8 Practicing Leadership through Service

Standards of Learning

English

Oral Language 6.1, 7.1, 8.1
Reading/Literature 6.5, 7.6,
7.7, 8.6

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

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- Mathematics
- Science
- Fine Arts
- Foreign Language
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- CTE Program Areas

Leadership Student Expectations

MS.10: Evaluation of
community needs
MS.13: Service to
communities

Instructional Activity or Strategy

How Can We Help the Hungry?

The purpose of this activity is to make students aware of the plight of the hungry in their communities and to encourage them to take leadership roles to lessen the number of hungry people.

Steps to Complete the Activity

Have students

- Research (through newspapers, the Internet, interviews with local officials, and contacts with local churches) to find the identity and location of the hungry in their community.
- Plan how to feed them. Organize a canned food drive, take up contributions in their neighborhoods, or work in the local kitchens that feed the homeless.
- Think of ways to include as many students as possible in this service project and think of ways to make this an on-going, year-round project.

Resources

Local officials and church leaders, the Internet, and any other sources of local information

Teacher's Notes

Linking Leadership to Instruction

Sample Activities for High School: Grades 9-12

Developing Knowledge of Self and Others

The Great Act.....	75
Hello, My Name Is...And I Am	78
Recognizing Leadership Qualities in Yourself.....	79
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Defining Leadership

Creating the Ideal President.....	81
Gallery of World Leaders.....	82
Mock Constitutional Convention	83
Pairing World Leaders	84

Developing Leadership Skills and Practices

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Practicing Leadership through Service

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LEADERSHIP
for the 21st Century

High School: Grade 9-Grade 12

Developing Knowledge of Self and Others

Standards of Learning

English

Reading/Literature 9.3, 9.4,
10.3, 10.4, 11.3, 12.4

Writing 10.9

Research 9.8, 10.11

History and Social Science

World History and

Geography to 1500 A.D.

WHI.5, WHI.6, WHI.13

World History and

Geography 1500 A.D. to
the Present WHII.13

Virginia and U.S. History

VUS.5, VUS.7, VUS.13

Virginia and U.S.

Government GOVT.2,
GOVT.10

Complete SOL Correlations

Correlations of all Virginia
Standards of Learning and
Career and Technical
Education courses to the
Leadership Student
Expectations appear in
Appendix C. The correlations
include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical
Education, and Driver
Education
- CTE Program Areas

Leadership Student Expectations

HS.1: Self-image

HS.2: Evaluation of own
behavior

HS.3: Improvement of
leadership skills

Instructional Activity or Strategy

The Great Act

The purpose of this activity is to discover ways to capitalize on individual strengths and to improve areas of weakness. Before individuals can improve, they must begin a process of identifying their own strengths and weaknesses. Although not initially exhaustive, this process will assist the students in identifying their strengths and weaknesses by identifying the strengths of others that they would like to emulate.

Steps to Complete the Activity

Have students

- Take Handout #1 to six people who know them either in or out of school and have each person write in the space provided one good, great, or impressive positive act which they have seen the student do. Do not allow them to use the student's name in their responses on the handout. When students have completed Handout #1, have them turn it in.
- Post students' "great acts" on the board. An act may be listed only once. Return Handout #1 along with Handout #2.
- In Handout #2's left-hand column, have students enter six good acts from the list on the board that they have not done but would like to be known for doing. In the right-hand column, have them briefly describe what they might do to achieve these acts.
- Discuss the students' responses with them and suggest ways that each person may continue this process.

Discussion

The concluding discussion could be enlarged to examine the good acts of individuals as seen in works of literature, history, or any other discipline in which leadership is vital. The activity may be introduced with a video or a story read about an individual leader who is newsworthy or popular at the present time.

See next page for sample handouts.

Resources

Handouts #1 and #2

Other resources may include people, organizations, equipment, print/non-print resources, handouts, games, videos, Internet sites.

Teacher's Notes

Handout #1

Instructions: Take this form to six people who know you well. Ask each person to write down one single good or impressive positive act he or she has seen you perform. Do not use your real name on this form. When the form is complete, give it to your teacher.

Student's "alias" _____

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

Handout #2

Instructions: In column 1, write down six great acts from the list on the board that you would like to accomplish. In column 2, write a brief description of how to achieve each act. When the form is complete, give it to the teacher.

Acts of Others for Which I Would Like To Be Known

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

How To Achieve

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

High School: Grade 9-Grade 12

Developing Knowledge of Self and Others

Standards of Learning

English

Oral Language 10.1

Writing 9.6, 10.7, 11.7, 12.7

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- CTE Program Areas

Leadership Student Expectations

HS.1: Self-image

Instructional Activity or Strategy

Hello, My Name Is . . . and I Am . . .

The purpose of this activity is for students to learn more about themselves through interaction with other people.

Steps to Complete the Activity

Have students

- Write their first name in the center of a 4 x 6 index card.
- Write in each of the four corners an adjective that they think describes an important aspect of their personality.
- Introduce personality traits to another student. Talk about the experiences that led to the choice of each adjective.
- Allow each partner to choose the other's most important trait.
- Introduce each other to the larger group not only by name but also by personality traits. The key trait should be emphasized to the group.
- Write a short essay describing their four personality traits and what they learned about themselves from this activity. This activity should encourage students to continue to develop their strengths.

Materials

Materials may include index cards and magic markers.

Teacher's Notes

High School: Grade 9-Grade 12

Developing Knowledge of Self and Others

Standards of Learning

English

Oral Language 10.1

Writing 9.6, 10.7, 11.7, 12.7

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Leadership Student Expectations

HS.1: Self-image

HS.2: Evaluation of own behavior

HS.3: Improvement of leadership skills

Instructional Activity or Strategy

Recognizing Leadership Qualities in Yourself

The purpose of this activity is for the students to discover their own leadership qualities. By examining past situations, the students should be able to discover new leadership potential within themselves.

Steps to Complete the Activity

Have students

- List ways they have been a leader in the school, the community, the church, the family, or other situations.
- Circle the roles they liked best.
- Write an explanation of why they liked the roles best and why they did not like other roles.
- In small groups analyze each other's strengths and weaknesses.
- At the end write a short essay explaining ways to build on their their strengths and limit their weaknesses as a leader. They should also consider future leadership roles in their lives.

Resources

Resources may include other people, personal diaries, or journals.

Teacher's Notes

High School: Grade 9-Grade 12

Developing Knowledge of Self and Others

Standards of Learning

English

Oral Language 9.2, 9.4, 10.1, 10.2, 11.1

Writing 9.6, 10.7, 11.7, 12.7

Research 9.8, 10.11

Science

BIO.6i

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- CTE Program Areas

Leadership Student Expectations

HS.3: Improvement of leadership skills

Instructional Activity or Strategy

A Discussion of Ethics

The purpose of this activity is for the student to develop an awareness of and respect for the opinions of other people.

Steps to Complete the Activity

Have students

- Do research and write their opinions of such issues as criminal profiling, the impact of DNA technologies, welfare reform, and charter schools.
- Divide into small groups of 4-5 to discuss each other's opinions. Be sure that all students express their ideas on each issue.
- Write an explanation of how their opinions were influenced or even changed by the ideas of others.

Discussion

The teacher should lead a closing discussion on the strengths and weaknesses of students' opinions. This may be a good place to discuss being open-minded to opposing ideas because a good leader must listen to opposing ideas.

Resources

Resources may include other people, personal diaries or journals, the Internet, and libraries.

Teacher's Notes

High School: Grade 9-Grade 12

Defining Leadership

Standards of Learning

English

Oral Language 9.2, 11.1, 12.1
Reading/Literature 9.4, 11.4
Research 9.8, 10.11, 11.9

History and Social Science

Virginia and U.S. History
VUS.1, VUS.2
Virginia and U.S.
Government GOVT. 1

Complete SOL Correlations

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- CTE Program Areas

Leadership Student Expectations

HS.4: Characteristics of leaders
HS.6: The role of context in leadership

Instructional Activity or Strategy

Creating the Ideal President

As a review of several presidencies, students identify effective leadership qualities and traits. They then combine these positive features to create a hypothetical leader presented in acrostic form.

Steps to Complete the Activity

Have students

- Make a list of the presidents that have been studied in class. For each president, list the positive leadership qualities each president demonstrated. (These could include integrity, wisdom, moderation, tolerance, self-reliance, initiative, charisma, competence, honesty, care for others, fairness, responsibility, courage, and reliability.) After each quality, cite evidence from history that supports the leadership quality.
- Think up a name for a hypothetical president that might embody at least 10 of the qualities cited above. Several presidents may share one quality. Design an acrostic, using the hypothetical president's name as the vertical line and the qualities of leadership, supported by historical evidence on the horizontal lines.
(Hypothetical) President Chuck Martin:
Charisma . . . of Teddy Roosevelt who . . .
Honesty. . . of Abe Lincoln who. . .
Unique ideas . . . of Jimmy Carter who. . .
Cleverness of. . . Andrew Jackson who. . .
Kindness of. . . Franklin Roosevelt who. . .
- Given a hypothetical scenario (e.g., worldwide depression, development of new energy source, outbreak of the plague), analyze and discuss the way their hypothetical leader would handle the situation best. Students should defend their choice in a clear, logical, and valid argument.

Resources

Resources may include student's text, the Internet, research materials in the school and neighborhood libraries, and videos.

Teacher's Notes

High School: Grade 9-Grade 12

Defining Leadership

Standards of Learning

English

Reading/Literature: 9.4, 11.4
 Writing: 9.6, 10.7, 11.7, 12.7
 Research: 9.8, 10.11, 11.9, 12.8

History and Social Science

World History and Geography to 1500 A.D.
 WHI.5, WHI.6, WHI.7, WHI.9, WHI.13
 World History and Geography 1500 A.D. to the Present WHII.3, WHII.5, WHII.6, WHII.7, WHII.13
 Virginia and U.S. History
 VUS.1, VUS.4, VUS.5, VUS.7, VUS.9, VUS.13, VUS.14

Complete SOL Correlations

See note on next page.

Leadership Student Expectations

HS.4: Characteristics of leaders
 HS.6: The role of context in leadership

Instructional Activity or Strategy

Gallery of World Leaders

In this lesson students first conduct research on leaders from world and American history. Research should yield an analysis of how different contexts had different influences on leaders and an analysis of the characteristics of leaders.

Steps to Complete the Activity

Have each student

- First choose a leader from world or U.S. history (e.g., from *World History I*—Pericles, Alexander the Great, Julius Caesar, Joan of Arc, Mohammed, Queen Elizabeth I, Charlemagne; from *World History II*—Peter the Great, Otto Von Bismark, Lady Margaret Thatcher, Gandhi; from *U.S. History*—George Washington, James Madison, Martin Luther King, Jr., Eleanor Roosevelt). Try to avoid any duplication in the selection of leaders.
- Conduct research on the leader, including biography, contributions to society, and influences on him or her as a leader.
- Discuss the role of environment and opportunity in the leader's rise to power.
- After research, create a large, illustrated three-column chart containing the following information:
 - Leader's characteristics:* Interests, values, skills, and other traits.
 - Influences the leader had on the world or U.S.:* Include as many as you can.
 - Influence the times had on the leader:* Include social, economic, political influences.
- Display the posters around the room. Circulate around the room and select the three leaders whose characteristics are most similar to his or her own.
- In a multi-paragraph essay, compare own interests, values, and skills with the three leaders he or she selected.

Resources

Resources may include student's text, the Internet, research materials in the school library and neighborhood libraries, and videos.

Teacher's Notes

High School: Grade 9-Grade 12

Defining Leadership

Standards of Learning

English

Oral Language 9.2, 11.1, 11.2, 12.1
 Reading/Literature 9.4, 11.4, 12.4
 Writing 9.6, 10.7, 11.7, 12.7
 Research 9.8, 10.10

History and Social Science

Virginia and U.S. History
 VUS.5, VUS.6, VUS.7,
 VUS.8, VUS.9, VUS.10,
 VUS.11, VUS.12,
 VUS.13, VUS.14,
 VUS.15

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Leadership Student Expectations

HS.4: Characteristics of leaders
 HS.5: Relationship between leader and follower
 HS.6: The role of context in leadership

Instructional Activity or Strategy

Mock Constitutional Convention

In this lesson students role play key members of the Convention to understand the themes of the U.S. government and personal values of the historical figures.

Steps to Complete the Activity

Have students

- Research and write about the members of the Convention.
- Discuss the roles of the followers and the leaders among members of the Convention.
- Discuss the influence of environment and opportunity on the development of leaders among members of the Convention.
- After research, role play their chosen historical figures.
- Debate issues of the Convention.
- Draft a new Constitution.
- Compare values of the original Constitution to values of the new Constitution that they created.

Resources

Resources may include student's text, the Internet, research materials in the school and neighborhood libraries.

Teacher's Notes

High School: Grade 9-Grade 12

Defining Leadership

Standards of Learning

English

Oral Language 9.2, 10.1
 Reading/Literature 9.3, 9.4,
 10.3, 11.3
 Writing 9.6, 10.7, 11.7, 12.7
 Research 9.8, 10.11

History and Social Science

World History and
 Geography to 1500 A.D.
 WHI.5, WHI.6, WHI.7,
 WHI.9, WHI.13
 World History and
 Geography 1500 A.D. to
 the Present WHII.3,
 WHII.6, WHII.9,
 WHII.12, WHII.13
 Virginia and U.S. History
 VUS.5, VUS.6, VUS.7,
 VUS.8, VUS.10, VUS.12,
 VUS.13, VUS.14

Complete SOL Correlations

See note on next page.

Leadership Student Expectations

HS.4: Characteristics of
 leaders
 HS.5: Relationship between
 leader and follower
 HS.6: The role of context in
 leadership

Instructional Activity or Strategy

Pairing World Leaders

Students will learn that different leadership styles are effective in different venues and at different times.

Steps to Complete the Activity

Have students

- Compare and contrast leaders in history (e.g., Andrew Jackson and Abraham Lincoln, Grant and Lee, Alexander the Great and Ghengis Khan, Martin Luther King, Jr. and Gandhi).
- Discuss the strengths and weaknesses of these pairs in terms of their leadership styles and effectiveness.
- Brainstorm the influence and importance of effective followers in the selection of world leaders.
- Discuss the effect of environment and opportunity in a leader's rise to power.
- Debate questions about the best style of government from the perspective of these leaders.
- Create a poster, write a paper, conduct an interview with "the leader," or any other activity which reflects the students' understanding of the character or leader.

Resources

Resources may include student's texts, the Internet, research materials in the school library and neighborhood libraries.

Teacher's Notes

High School: Grade 9-Grade 12 Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language 9.2, 10.1,
10.2, 11.1, 11.2, 12.1,
12.2
Reading/Literature 9.4, 11.4
Writing 12.7
Research 9.8, 10.11

History and Social Science

Virginia and U.S. History
VUS.1, VUS.4, VUS.5,
VUS.6, VUS.7, VUS.8,
VUS.9, VUS.12, VUS.13,
VUS.14
Virginia and U.S.
Government: All

Complete SOL Correlations

Correlations of all Virginia
Standards of Learning and
Career and Technical
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- Foreign Language
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Education, and Driver
Education
- CTE Program Areas

Leadership Student Expectations

HS.7: Effective
communication
HS.8: Decision-making skills
HS.9: Relationship between
personal and group vision

Instructional Activity or Strategy

Youth Leadership Initiative e-Congress

The YLI e-Congress simulation challenges students to solve problems faced by real congressional leaders. Students are asked to evaluate national issues and draft legislation that proposes solutions to the problems. They then meet in assigned congressional subcommittees to debate their legislation and persuade fellow members to support their bills with a vote.

Steps to Complete the Activity

Have students

- Visit the Youth Leadership Initiative Web site (www.youthleadership.net).
- Select YLI e-Congress.
- Select YLI e-Congress Program Description for a complete overview of the project.

The teacher may choose to participate formally in the e-Congress, which requires at least eight class periods, or he/she may self-select specific lessons from the Web site.

Resources

Students must have access to a computer lab or a classroom computer. A day-by-day guide to the e-Congress appears in the appendix.

Teacher's Notes

High School: Grade 9-Grade 12

Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language 9.2, 10.1, 11.1
Reading/Literature 9.4
Research 9.8, 10.11, 11.10

Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education competencies to the Leadership Student Expectations appear in Appendix C. The correlations include:

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

Leadership Student Expectations

HS.7: Effective communication
HS.8: Decision-making skills
HS.9: Relationship between personal and group vision

Instructional Activity or Strategy

Corporate Sight

Through this activity, students will learn the importance of corporate vision in the business world.

Steps to Complete the Activity

Have students

- Brainstorm the type of corporation they would like to create. The corporation must be a for-profit operation. Decide on the product that the corporation will produce and identify the departments that will be needed (e.g., administration, production, human resources, advertising).
- Write the vision of the corporation. Be sure to include the goals of the corporation and the relationship the corporation wants to have with the customer and the community.
- Break into small groups based on the departments created. Each group should create goals that are in line with the corporate vision.
- Present to the class the ideas of the small groups and evaluate the effectiveness of each department's goals in terms of the overall goals of the corporation.
- As a larger group, discuss the structure of the corporation they have created. Does the structure reflect the vision? Make any changes to the corporation that are needed.

Discussion

At the conclusion of the activity, the teacher should ask students about the relationship between the corporate vision and the practical aspects of turning a profit.

- Which is more important—profit or vision?
- How is the vision changed by the pressures of the need for profit?
- How can the vision reflect concern for the environment? Is that important?
- Can a corporation truly care about its customers?
- Can a corporation have a conscience?

Resources

Students may want to consult business publications, the Internet, or local libraries for information about existing corporations.

Teacher's Notes

High School: Grade 9-Grade 12

Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language 9.2, 10.1,
11.1, 12.1
Reading/Literature 9.4, 11.4
Research 9.8, 10.10

History and Social Science

Virginia and U.S. History
VUS.1, VUS.14
Virginia and U.S.
Government GOVT. 1,
GOVT. 6, GOVT. 8,
GOVT. 18

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- CTE Program Areas

Leadership Student Expectations

HS.7: Effective
communication

Instructional Activity or Strategy

Debate among the Candidates

Through this activity, students will learn the importance of listening to the varied opinions of political candidates. Also students will learn how a formal debate should be structured.

Steps to Complete the Activity

Have students

- Study the field of candidates for the position of mayor (or any other local position).
- Divide into teams representing each of the candidates.
- Become as knowledgeable as possible about their candidate and his/her positions on the major issues facing the town/city.
- Choose a moderator and prepare a list of topics for the debate.
- Participate in a debate about these topics.

Discussion

At the conclusion of the activity, the teacher should lead a discussion about the effectiveness of the debate.

- Did the debate change anyone's opinion of the candidates?
- How truthful did the candidates appear to be?
- How easy/difficult is it to find out a candidate's position on issues?

Resources

Students may consult any sources necessary to find the information they need about the candidates—Internet, newspapers, local forums, and interviews with candidates, etc.

Teacher's Notes

High School: Grade 9-Grade 12

Developing Leadership Skills and Practices

Standards of Learning

English

Oral Language 9.2, 10.1, 10.2
Reading/Literature 9.4, 11.4
Research 9.8, 10.11, 11.10

History and Social Science

World History and
Geography to 1500 A.D.:
All
World History and
Geography 1500 A.D. to
the Present: All
Virginia and U.S. History:
All
Virginia and U.S.
Government: All

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Leadership Student Expectations

HS.7: Effective
communication

Instructional Activity or Strategy

Examining Leadership Styles

By taking a look at successful leaders throughout history, the students will learn about different styles of leadership and how the styles influence the leader's success.

Steps to Complete the Activity

This activity can be done by one student, in pairs, or in small groups.

Have students

- Choose a leader to study.
- Conduct research on the leader to determine his or her successes and failures. Also identify the leader's style of leadership.
- Present research to the class.
- Create a poster displaying the selected leader's style of leadership.

Discussion

At the conclusion of the oral presentations, students should discuss the differences among the leadership styles of the leaders presented to the class. Which styles are most successful? Why? Which styles are least successful? Why?

Resources

Students may consult newspapers, textbooks, the Internet, and libraries.

Teacher's Notes

High School: Grade 9-Grade 12

Practicing Leadership through Service

Standards of Learning

English

Oral Language 9.2, 10.1,
11.1, 11.2, 12.1
Reading/Literature 9.4, 11.4
Writing 10.7, 11.7
Research 9.8, 10.11

History and Social Science

Virginia and U.S. History
VUS.1
Virginia and U.S.
Government GOVT.1,
GOVT.3, GOVT.9,
GOVT.17, GOVT.18

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- Foreign Language
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Education
- CTE Program Areas

Leadership Student Expectations

HS.10: Appraisal of
community needs
HS.11: Responsibilities of
citizenship
HS.12: Stewardship
HS.13: Leadership through
service

Instructional Activity or Strategy

Commitment through Service

To demonstrate leadership as individuals or in small groups, students will evaluate their communities in order to identify community needs. Students will devise ways to assume active roles to meet community needs. They then perform and evaluate the service.

Steps to Complete the Activity

Preparation

Have students

- Collect information about the community through local newspaper, field trips, and interviews.
- Brainstorm needs in the community.
- Identify a need matched to their own talents and abilities.
- Contact officials involved (such as non-profit organization directors, government officials, and volunteer organizations).
- Plan the service (such as group responsibilities, schedule, training needs, transportation, permission slips).

Action

Have students

- Carry out the service project.
- Document the service project.

Evaluation

Have students

- Record observations.
- Compare outcome with plan of action.
- Evaluate how the project could have been more effective.

Demonstration

Have students

- Inform the community about the service project (such as class presentations, letter to the school board, article for the school or local paper).

Resources

For similar activities, see *The Leadership Magazine*, a publication of the National Association of Secondary School Principals, or access their Web site:

<http://www.nassp.org>.

Teacher's Notes

High School: Grade 9-Grade 12 Practicing Leadership through Service

Standards of Learning

English

Oral Language 9.2, 10.1,
11.1, 12.1
Research 9.8, 10.11

History and Social Science

Virginia and U.S.
Government GOVT.17,
GOVT.18

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Leadership Student Expectations

HS.10: Appraisal of
community needs
HS.11: Responsibilities of
citizenship

Instructional Activity or Strategy

Help for the Homeless

Through leadership as individuals, in small groups, or in community service organizations, students will learn how to help the homeless people in their community.

Steps to Complete the Activity

Have students

- Contact community leaders to identify the needs of homeless people in the community.
- Meet in groups to prioritize the needs of three homeless groups—men, women, and children. For example, children may need school supplies, men may need warm jackets, and women may need warm gloves and hats.
- Organize a collection drive for needed articles.
- Plan the distribution of articles.
- Deliver articles to arranged destination.

Resources

Community leaders, area church leaders, and civic groups

Teacher's Notes

High School: Grade 9-Grade 12 Practicing Leadership through Service

Standards of Learning

English

Oral Language 9.2, 10.1,
11.1, 12.1
Research 9.8, 10.11

History and Social Sciences

Virginia and U.S.
Government GOVT.17,
GOVT.18

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Leadership Student Expectations

HS.10: Appraisal of
community needs
HS.11: Responsibilities of
citizenship
HS.12: Stewardship
HS.13: Leadership through
service

Instructional Activity or Strategy

Vignettes for Social Change

Given scenarios about community needs, students will discover and analyze methods that leaders might use to solve local problems.

Steps to Complete the Activity

The teacher will first prepare a vignette about a possible community problem—social, political, economic, or environmental in nature.

Have students

- Get into groups of three or four.
- Select a vignette of particular interest.
- Clearly define the community problem.
- Brainstorm possible plans of action that leaders might use to solve the problem.
- Evaluate all plans in terms of resources needed to carry out the plan and potential benefits of the plan.
- Present the most attractive option to the large group.

Resources

Local newspapers, local officials, the Internet

Teacher's Notes

High School: Grade 9-Grade 12 Practicing Leadership through Service

Standards of Learning

English

Oral Language: 9.2, 10.1,
11.1, 12.1

Research: 9.8, 10.11

History and Social Sciences

Virginia and U.S.

Government GOVT.17,
GOVT.18

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Leadership Student Expectations

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community needs

HS.11: Responsibilities of
citizenship

HS.12: Stewardship

HS.13: Leadership through
service

Instructional Activity or Strategy

Leading Younger Students into Service

High school students will design and carry out service projects in which younger students can participate.

Steps to Complete the Activity

In this project, older students will mentor younger students to create and implement a service project. The older students will first survey the younger students about the need for service projects in their neighborhood, town, or state.

Have younger students

- Get into groups of three or four.
- Plan the project including where and when the project will take place, how many people should be involved, and what materials will be needed.
- Decide as a group the type of project to be done.
- Participate in the project and the evaluation of its success.

Have older students

- Direct discussion of possible projects.
- Help the younger students organize the project.
- Participate in the project with the younger students.
- Help the younger students evaluate their success or failure in the project.

Resources

The local newspaper, and local and school officials

The Youth Leadership Initiative has lessons on service and mentoring. See *Youth Mentoring Project—PROMOTE THE VOTE* in the appendix. Also, see lesson 42 on service projects by visiting the YLI Web site: <http://www.youthleadership.net>.

Teacher's Notes

Linking Leadership to Instruction

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General Leadership Studies

Many scholars and practitioners have written books addressing the essence of leadership. Some of these basic leadership studies reflecting a variety of perspectives are presented below:

Arbinger Institute. *Leadership and Self-Deception: Getting Out of the Box*. San Francisco: Berrett Koehler, 2000.

The authors identify self-deception as the underlying cause of leadership failure and show how any leader can overcome self-deception to become a consistent catalyst of success.

Astin, H. S., and C. Leland. *Women of Influence, Women of Vision: A Cross-Generational Study of Leaders and Social Change*. San Francisco: Jossey-Bass, 1991.

This study examines the social environment and achievements of women leaders during the second half of the twentieth century.

Bachel, Beverly K. *What Do You Really Want?* Minneapolis, MN: Free Spirit Publishing, 2001.

This author shows that those teens who acquire the goal-setting habit improve school performance, motivation, self-confidence, and self-esteem.

Bennis, Warren. *Managing the Dream: Reflections on Leadership and Change*. Cambridge, MA: Perseus Books, 2000.

Managing the Dream is an intimate portrait of leadership, consisting of more than a dozen essays that represent the author's most incisive and creative thinking. It features many of Bennis' most recent works, including "The End of Leadership" and a new preface reflecting on the challenge of leadership in the new millennium.

_____. and Joan Goldsmith. *Learning to Lead: A Workbook on Becoming a Leader*. Cambridge, MA: Perseus Books, 1997.

This book has chapters such as "The Leadership Crisis," "Knowing Yourself," "Creating and Communicating a Vision," and "Maintaining Trust through Integrity."

_____. and Burt Nanus. *Leaders: Strategies for Taking Charge*, 2nd ed. New York: Harper Business, 1997.

In this illuminating study of corporate America's most critical issue—leadership—world-renowned leadership expert Warren Bennis and his co-author Burt Nanus reveal the four key principles every manager should know: Attention through Vision, Meaning through Communication, Trust through Positioning, and The Deployment of Self.

Bolman, L. G., and T. E. Deal. *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey-Bass, 1991.

The authors explain how the "proverbial tool of reframing—appraising situations from diverse perspectives—can be used to build high-performing, responsive organizations."

Burns, James MacGregor. *Leadership*. New York: Harper and Row, Publishers, 1978.

One of America's leading historians offers his analysis of the role of leadership in American history.

Cantor, D. W., and T. Bernay. *Women in Power: The Secrets of Leadership*. Boston: Houghton Mifflin, 1992.

Through interviews with 25 American female political leaders, the authors examine the traits that have propelled women to success in a traditionally male arena.

Carnegie, Dale, Stuart R. Levine, and Michael A. Crom. *The Leader in You*. New York: Simon & Schuster, 1993.

This book offers ways for the reader to win friends, influence people, and succeed in a completely changing world.

Carr-Ruffino, N. *The Promotable Woman: Advancing through Leadership Skills*, 2nd ed. Belmont, CA: Wadsworth, 1993.

Using case incidents, this book addresses the evolving nature of woman's place in the workplace, the development of personal skills for leadership effectiveness, and the development of leadership skills that include motivating, problem-solving, decision-making, planning, and team-developing.

Cohen, William A. *The New Art of the Leader*. Paramus, NJ: Prentice-Hall, 2000.

Cohen shows precisely how to apply the winning tactics of military leadership to modern business. This revised edition features outstanding leadership examples from Desert Storm and Bosnia, including the experiences of General Norman Schwarzkopf and General Colin Powell. Every concept and every technique is demonstrated by a real life example from battle and/or the boardroom. It also showcases the skills and drive of remarkable business leaders, such as Andy Grove (Chairman and CEO, Intel), Steven Spielberg, and Howard Schultz (CEO, Starbucks).

Conger, Jay Alden, Gretchen Spreitzer, and Edward Lawler III. *The Leader's Change Handbook: An Essential Guide to Setting Direction and Taking Action*. San Francisco: Jossey-Bass, 1999.

The authors provide state-of-the-art help to managers on the pragmatics of leading change as well as a guide to researchers as to what we know and do not know of leading change. This is a reference guide for managers, students, and professors as they work and research these crucial issues.

Covey, Sean. *The 7 Habits of Highly Effective Teens*. New York: Simon and Schuster, 1998.

Covey provides a "step-by-step guide to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, get along with parents, and much more."

Covey, Stephen R. *The 7 Habits of Highly Effective People*. New York: Simon and Schuster, 1989.

Covey's program is based on developing an awareness of how perceptions and assumptions hinder success in business and personal relationships.

_____. *Principle-Centered Leadership*. New York: Simon and Schuster, 1991.

The author offers a study of the characteristics of principle-centered leaders and their managerial and organizational development skills.

Daft, Richard L., and Robert H. Lengel. *Fusion Leadership: Unlocking the Subtle Forces That Change People and Organizations*. San Francisco: Berrett-Koehler, 1998.

This book describes a new way of leading based on "fusion"—bringing together the emotional, intellectual, and spiritual aspects of people to accomplish mutual goals.

Gardner, Howard. *The Unschooled Mind: How Children Think and How Schools Should Teach*. Cambridge, MA: Perseus Books, 1993.

Gardner discusses the process of education from intuitive learner to scholastic learner to disciplined expert. He emphasizes the need for revisiting the apprentice model of learning and community service.

Gardner, John W. *On Leadership*. New York: The Free Press, 1990.

Gardner looks at leadership in terms of "revitalizing our shared values and beliefs in order to accomplish effective group action."

Gupton, S. L., and G. A. Slick. *Highly Successful Women Administrators: The Inside Stories of How They Got There*. Thousand Oaks, CA: Corwin Press, 1996.

This work focuses on women school administrators, sex discrimination against women, and educational leadership.

Heifetz, Ronald. *A Leadership without Easy Answers*. New York: Bellknap Press, 1994.

Heifetz offers "a practical approach to leadership for those who lead as well as for those who look to them for answers. He draws on research among managers, offices, and politicians in the public and private sector.

Hesselbein, F., M. Goldsmith, and R. Beckhard. *The Leader of the Future: New Visions, Strategies, and Practices for the Next Era*. San Francisco: Jossey-Bass, 1996.

This collection of essays is designed to help today's executives and managers look to the future of leadership. The book is divided into four parts: "Leading the Organization of the Future," "Future Leaders in Action," "Learning to Lead for Tomorrow," and "Executives on the Future of Leadership."

Hill, Marie Somers, and Joyce C. Ragland. *Women as Educational Leaders*. Thousand Oaks, CA: Corwin Press, Inc., 1995.

The authors examine the professional and personal lives of 35 successful female educational leaders and offer strategies for professional growth and self-development.

Kohn, A. *Punished by Rewards*. New York: Houghton Mifflin, 1993.

The author "derides rewards as bribes and offers instead the proposition that collaboration, content, and choice will serve to motivate both students and workers."

Kouzes, J. M., and B. Z. Posner. *The Leadership Challenge*. San Francisco: Jossey-Bass, 1995.

Based on the popular training program offered by the Tom Peters Group, this book captures the continuing interest in leadership as a critical aspect of human organizations.

Krass, P. *The Book of Leadership Wisdom: Classic Writings by Legendary Business Leaders*. New York: John Wiley and Sons, 1998.

In this collection of essays and speeches of more than 50 business legends, past and present, the topics include leading change, dealing with adversity, creating vision, and inspiring employees.

Locke, Edwin A. *The Essence of Leadership: The Four Keys to Leading Successfully*. New York: Lexington Books, 1991.

In his study, Locke examines the style and methods of corporate giants.

Matusak, L. R. *Finding Your Voice: Learning to Lead...Anywhere You Want to Make a Difference*. San Francisco, CA: Jossey-Bass, 1997.

This book offers guidance to those who want to be involved in improving their communities. It uses a step-by-step approach to teach the process of learning how to lead.

Mohn, Reinhard. *Humanity Wins: A Strategy for Progress and Leadership in Times of Change*. New York: Crown Business, 2000.

Mohn, an elder statesman of the global economy, makes a moving case for a new, ethics-based, dynamic world order and provides concrete models for putting his ideas to work.

Montor, Karel, and Karel Montar, eds. *Naval Leadership: Voices of Experience*. Annapolis, MD: Naval Institute Press, 1998.

This leadership book is a record of the thoughts and decisions of some of history's most successful military leaders.

Nanus, B. *Visionary Leadership*. San Francisco: Jossey-Bass, 1992.

Nanus shows why "vision is the key to leadership and demonstrates how any leader can use a logical, step-by-step process to create and implement a powerful new sense of direction in his/her organization."

Regan, H. B., and G. H. Brooks. *Out of Women's Experience: Creating Relational Leadership*. Thousand Oaks, CA: Corwin Press, Inc., 1995.

- This book features leadership concepts, issues, processes, and attributes that are enhanced by the use of vignettes, case studies, and stories.
- Ruderman, M. N., and P. J. Ohlott. *Learning From Life: Turning Life's Lessons into Leadership Experiences*. Greensboro, NC: Center for Creative Leadership, 2000.
- This guidebook is designed to show the reader how experiences from family relationships, friendships, volunteer work, and personal avocations can contribute to professional growth and effectiveness.
- Sergiovanni, Thomas J. *Moral Leadership: Getting to the Heart of School Improvement*. San Francisco: Jossey-Bass, 1996.
- The author shows how creating a new leadership practice with a moral dimension can transform a school.
- Shapiro, Lawrence E. *EQ: A Parents' Guide to Emotional Intelligence*. New York: Harper Collins, 1998.
- This guide encourages and guides parents to raise a child with a high emotional quotient.
- Simonton, Dean Keith. *Genius, Creativity, and Leadership: Histometric Inquiries*. Cambridge, MA: Harvard University Press, 1984.
- Simonton sees a strong parallel between leaders and geniuses. He subjects their lives to scientific inquiry.
- _____. *Greatness: Who Makes History and Why*. New York: The Guilford Press, 1994.
- Simonton emphasizes such factors as genetics, family, education, personality, and motivational differences in relation to outstanding fame or achievement.
- Tichy, Noel M., and Eli B. Cohen. *The Leadership Engine: How Winning Companies Build Leaders at Every Level*. New York: Harper Business, 1997.
- Distinguished leaders are willing to assume direct responsibility for the development of other leaders. They are "teachers who invest a lot of time imparting ideas, values, and emotional energy to others by telling stories about their experiences."
- Tichy, N. M. *The Leadership Engine: How Winning Companies Build Leaders at Every Level*. New York: Harper Business, 1997.
- Tichy offers a brief handbook that condenses the larger book of the same title (Harper Business, 1997), showing how leaders function as teachers within an organization.
- Van Linden, J. A., and C. I. Fertman. *Youth Leadership: A Guide to Understanding Leadership Development in Adolescents*. San Francisco: Jossey-Bass, 1998.
- This guide describes the three major stages of adolescent leadership development; presents case studies for developing leadership skills at home, school, community, and work; and offers practical ways that adults can support youth leadership organizations and initiatives.
- Wheatley, Margaret L. *Leadership and the New Science: Discovering Order in a Chaotic World*, 2nd ed. San Francisco: Berrett Koehler, 1999.
- This work explores the implications of quantum physics on organizational practice, then investigates ways that biology and chemistry affect living systems, and finally focuses on chaos theory, the creation of a new order, and the manner that scientific principles affect leadership.
- Woods, Earl. *Start Something: You Can Make a Difference*. New York: Simon and Schuster, 2000.
- Tiger Woods and his father Earl share their philosophy of life with readers. They present dozens of ways to start something new and make the world a better place one step at a time.
- Wren, J. T. *The Leader's Companion: Insights on Leadership through the Ages*. New York: The Free Press, 1995.
- A collection of essays from such leadership authorities as John W. Gardner and James MacGregor Burns, this book examines leadership with regard to its meaning and history, contemporary approaches, leaders and followers, and the qualities and skills that are exhibited by leaders.

Curriculum Guides and Instructional Activities for Teaching Leadership

- Adler, Mortimer. *The Paideia Program*. New York: Macmillan, 1984.
- Teachers learn to establish discussions that force secondary students to engage themselves on a personal level with primary source material. The discussion is structured along precise lines and graded according to established and exacting standards. The program emphasizes reading, interpretation, and self-evaluation of ideas.
- Borba, Michelle, and Craig Borba. *Self-Esteem: A Classroom Affair (100 Ways to Help Children Like Themselves)*. San Francisco: Harper, 1978.
- Through this practical, classroom-tested guide for parents and teachers (grades K-5), children learn to feel good about themselves, use their talents, and develop social skills.
- Campbell, Douglass. *Cooperative Group Problem Solving: Adventures in Applied Creativity*. Torrance, CA: Frank Schaffer Publications, Inc., 1994.
- Real-life problems introduce opportunities for leadership roles for the middle-school child. Included are ready-to-use activities and very teacher-friendly directions.

- Cihak, Mary K., and Barbara Jackson Heron. *Games Children Should Play: Lessons for Teaching Communication Skills in Grades K-6*. Glenview, IL: Good Year Books, 1980.
- This is a yearlong sequential plan for teaching communication skills in grades K-8. The plan helps the teacher instruct the child in recognizing feelings, listening to others, sending and receiving nonverbal messages, asserting rights, and expressing feelings.
- CivicQuest. *Learning Leadership: A Curriculum Guide for a New Generation, Grades K-12*. College Park, MD: Center for Political Leadership and Participation, 1996.
- This work includes a practical classroom guide to the presentation of leadership, including a model high school course "Foundations in Leadership," as well as lessons and activities for teaching leadership in all grades.
- Devencenzi, Jane, and Susan Pendergast. *Belonging*. San Luis Obispo, CA: Belonging Group, 1993.
- This guide is filled with activities for group facilitators in the middle school. Topics include exploring self, cooperating with others, solving problems, leadership and assertiveness, sharing ideas, and learning the "art" of comfortable conversation.
- Feshbach, Norma Deitch, Seymour Feshbach, Mary Fauvre, and Michael Ballard-Campbell. *Learning to Care: Classroom Activities for Social and Affective Development*. Glenview, IL: Scott Foresman and Company, 1983.
- Included are 44 activities to help children integrate and continue to express their feelings in grades 3-5. Essential components are recognition and discrimination of feelings; perspective and role taking; and emotional responsiveness.
- Fiscus, L. *Leadership Curriculum Guide: National Leadership Camp*. Reston, VA: National Association of Secondary School Principals, 1995.
- This guide covers all aspects of developing qualities of leadership in students, with chapters on self-awareness, leadership styles and characteristics, goal-setting, organization, communication, effective meetings, decision-making, group process, conflict resolution, promoting pluralism, evaluation, leadership workshops, and icebreakers.
- Future Business Leaders of America. *Experiencing Leadership—Helping Middle Level Students through Change*. Reston, VA: Future Business Leaders of America, 1995.
- The instructional modules in this middle school curriculum cover three areas: developing relationships, resolving conflicts, and performing service. Each module offers teaching tools (background reading, instructions, worksheets, overhead transparencies, and evaluation materials) for integrating the three topics into classroom instruction.
- Grevious, Saundrah Clark. *Teen Smart*. West Nyack, NY: The Center for Applied Research in Education, 1999.
- This is a comprehensive resource with ready-to-use worksheets to help middle school students learn how to resolve conflicts and build effective working relationships with their peers and adults.
- Gust, John, Meghan McChesney, and Risa Gechtmen. *Improving Communication Skills: Interactive Thematic Units for Preventing Conflict*. Carthage, IL: Teaching and Learning Company, 1997.
- Through the use of this interactive workbook, upper elementary students learn to prevent conflict and gain stronger leadership skills through communication, team building, assertiveness training, and decision making.
- Henrico County Public Schools. *SODA: A Manual for the Student Organization for Developing Attitudes*. Richmond, VA: Henrico County Public Schools, 1996.
- This manual teaches high school students how to help middle school students explore and define their values. Lessons deal with topics such as peer pressure, decision making, teamwork, and self-awareness.
- Hickman, G. R., and A. Creighton-Zollar. *Teaching Leadership for a Diverse Society*. Richmond, VA: University of Richmond, 1996.
- A support for including diversity in an introductory leadership course, this publication presents relevant classroom resources such as readings, videos, exercises, activities, and handouts.
- Hobbs, R. R. *Naval Science 1: An Illustrated Text for the NJROTC Student*, 4th ed. Annapolis, MD: Naval Institute Press, 1996. Hobbs, Richard R. *Naval Science 2: An Illustrated Text for the NJROTC Student*, 4th ed.. Annapolis, MD: Naval Institute Press, 1997. Hobbs, Richard R. *Naval Science 3: An Illustrated Text for the NJROTC Student*, 4th ed. Annapolis, MD: Naval Institute Press, 1998. Hobbs, Richard R. ed. *Selected Readings in Naval Leadership for NJROTC Students: Naval Science 4*, 1st ed. Annapolis, MD: U.S. Naval Institute, 1995.
- This series of textbooks for Naval JROTC courses includes chapters on citizenship and leadership skills and qualities.
- Holkeboer, R., and T. Hoeksema. *A Casebook for Student Leaders*. Boston: Houghton Mifflin, 1998.
- This book is designed to help college students acquire leadership skills for the professional job market they are about to enter. It uses case learning (easily adapted for secondary students) to present leadership skills such as written and oral communication, critical thinking and problem solving, and teamwork.
- Karnes, F. A., and S. M. Bean. *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, TX: Prufrock Press, 1995.

- Aimed at students, this publication gives guidance and advice about moving into leadership positions at home, in school, and in the community, including readings, activities, and journal entry ideas.
- _____. and J. C. Chauvin. *Leadership Development Program*. Scottsdale, AZ: Gifted Psychology Press, 1999.
This manual presents information for administering the Leadership Skills Inventory (LSI) and activities for instruction in the various elements of leadership: fundamentals, written communication, oral communication, character-building, decision-making, group dynamics, problem-solving, and planning skills.
- Kinlaw, D. *Handbook of Leadership Training Activities: 50 One-Hour Designs*. New York: McGraw-Hill, 1998.
This handbook provides training activities addressing the following ten leadership functions: leading by visioning, leading through commitment, satisfying the customer, coaching, developing human resources, leading teams, managing work processes, managing change, managing projects, and measuring performance.
- Komives, S. R., Nancy Lucas, and Timothy McMahon. *Exploring Leadership: For College Students Who Want to Make a Difference*. San Francisco: Jossey-Bass, 1998.
This book helps college students assess their own potential for leadership; gives them a concise grounding in major leadership concepts and theories; and challenges them with examples, questions, and activities related to their lives. (Easily adaptable for high school students)
- Kouzes, J. M., and B. Z. Posner. *Student Leadership Practices Inventory: Facilitator's Guide and Student Workbook*. San Francisco: Jossey-Bass, 1998.
This four-piece package assesses leadership skills and potential in five key areas, based on the five essential practices of exemplary leadership in the authors' best-selling book *The Leadership Challenge*. The practices include challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart.
- LaMeres, Clares. *The Winner's Circle: Yes, I Can!* Newport Beach, CA: LaMeres Lifestyles Unlimited, 1990.
Teachers on the secondary level can use this book to help students build and strengthen their self-esteem. The activities promote leadership qualities in helping students develop competence and purpose and experience personal power.
- Morganett, Rosemarie Smead. *Skills for Living: Group Counseling Activities for Elementary Students*. Champaign, IL: Research Press, 1994.
This is an excellent resource for group counseling in grades K-5. Possible topics for discussion include grief, divorce, and good citizenship.
- _____. *Skills for Living: Group Counseling Activities for Young Adolescents*. Champaign, IL: Research Press, 1990.
The topics for discussion in this book appeal to older students.
- _____. *Skills and Techniques for Group Work with Youth*. Champaign, IL: Research Press, 1995.
Morganett offers suggestions and ideas for successful group counseling sessions.
- Newstrom, John W., and Edward E. Scannell. *Even More Games Trainers Play*. New York: McGraw-Hill, Inc., 1994.
This book is a sequel to their 1989 *Games Trainers Play*. Included are activities for the middle and high school student that relate to the following leadership themes: icebreakers, communication, problem solving, brainteasers, self-concept, and team building.
- Ricketts, C. *Leadership: Personal Development and Career Success*. Albany, NY: Delmar Publishers, 1996.
The purpose of this text is to teach students the skills and qualities necessary for leadership in the field of agriculture, along with ways to achieve personal development and career success. Chapters address the fundamentals of public speaking, parliamentary procedure, group dynamics, interpersonal skills, and workplace readiness.
- Schwartz, M. K., K. M. Axtman, and F. H. Freeman. *Leadership Education: A Source Book of Courses and Programs*, 7th ed. Greensboro, NC: Center for Creative Leadership, 1998.
This reference book contains detailed descriptions of degree programs, academic courses, co-curricular programs, professional programs, and community programs centered on leadership as it is taught at the secondary and post-secondary levels.
- Simmermacher, D. G. *Self-Image Modification Training*. Pompano Beach, FL: Health Communications, Inc., 1987.
An excellent source of values clarification surveys, personal interest inventories, self-evaluation exercises, and goal setting worksheets, this book is geared toward self-exploration and personal awareness in grades 6-8.
- SkillsUSA VICA. *Leadership Handbook*. Leesburg, VA: SkillsUSA VICA, 1999.
A national handbook for SkillsUSA VICA student organization, this resource includes sections on membership; local chapters and ceremonies; professional development; and constitutions, bylaws, and policies.
- Turner, Thomas N. *Brainstorms: Creative Problem Solving*. Glenview, IL: Good Year Books, 1990.
Turner presents hundreds of exercises and activities to develop critical thinking and creative problem-solving skills.
- University of Virginia Center for Governmental Studies, Youth Leadership Initiative. *Leadership Curriculum (Draft Copy)*.
Designed for middle and high school teachers, this guide presents a wide variety of lessons appropriate for integration with government, civics, and other classes, with the goal of helping the youth of Virginia to demystify politics.
- Virginia Department of Education. Office of Career and Technical Education Services. *Leadership Curriculum Guide*. Richmond, VA: Virginia Department of Education, 1998.

This guide provides a broad-based framework for teaching and training in leadership skills in the context of two secondary-level courses: Introduction to Leadership and Leadership Development. Along with each course competency are questions for discussion, classroom applications, and a list of resources.

Virginia Department of Education. Youth Risk Prevention. *I Am Always Special: Activities across the Secondary Curriculum for Alcohol and Other Drug Prevention Education*. Richmond, VA: Virginia Department of Education, 1992.

This guide is a resource for teaching 18 concepts related to drug prevention. For each concept teachers are given background information, infusion activities, and handouts.

Collaborative Competitions

The following Web sites contain information on collaborative competitions that may provide opportunities for students to practice skills related to leadership. Teachers are encouraged to review these sites before using them with students.

DestinationImagiNation™ - www.destinationimagination.com

This site “dedicates itself to enriching the global community and the lives of all those touched by our programs by providing opportunities to explore and discover unlimited creative potential through teamwork, cooperation, and mutual respect.” Annual problems offer choices of subject matter (e.g., structural, environmental, historical, scientific) that can be “solved” at any age level.

MathCounts - www.mathcounts.org

This is a coaching and competition program in mathematics for middle school students nationwide.

National Geographic Bee - www.nationalgeographic.com

The contest is designed “to encourage teachers to include geography in their classrooms, spark student interest in the subject, and increase public awareness about geography.”

Odyssey World - www.Odyssey-World.org

This site is a community, based on support of the creative problem-solving program, Odyssey of the Mind.

We the People. . . The Citizen and the Constitution - www.civiced.org

“The culminating activity of *We the People* is a simulated congressional hearing in which students testify before a panel of judges. Students demonstrate their knowledge and understanding of constitutional principles and have opportunities to evaluate, take, and defend positions on relevant historical and contemporary issues.”

Youth Leadership Initiative - www.youthleadership.net

YLI is “a national citizenship education program designed to involve middle and high school students in the fundamentals of the American political process.”

Software Related to Leadership

SimCity (Electronic Arts)

Students make decisions about how to plan and develop a city, use resources, and act as Mayor/City Council. Every decision has specific impacts/costs/benefits. Students watch the city grow and/or falter over time. (Grades 6-12)

The UnGame (Talicor)

The UnGame is a self-exploration game designed to facilitate small group communication. Used often as an icebreaker in a group-counseling situation, the UnGame could also be used in a classroom setting to gather new information about group members. (Grades 3-12)

Web Sites Pertaining to Leadership

Boy Scouts of America – www.scouting.org

The purpose of BSA is “to provide an educational program for boys and young adults to build character, to train in the responsibilities of participating citizenship, and to develop personal fitness.”

Canadian Association of Student Activity Advisors - www.casaa-resources.net

The mission of the association is to promote and develop student leadership and activities within Canadian high schools. This is a source for student leadership materials, ideas, and peer support.

CongressLink - <http://www.congresslink.org>

This is a comprehensive site informing students in grades 6-12 about Congress and its workings. The site presents both facts for the teacher and activities for the students.

Family, Career, and Community Leaders of America - <http://www.fcclainc.org>

This organization's goal is "to promote personal growth and leadership development through work and family studies education. Members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and vocational preparation."

The Giraffe Project - <http://www.giraffe.org>

Giraffe is a non-profit project that encourages students to become heroes and moves them to "stick their neck out." (Grades K-12)

Girls Scouts of America - <http://www.girlscouts.org>

This site offers many ideas about projects and activities for volunteers of all ages.

The Greenleaf Center for Servant Leadership - <http://www.greenleaf.org>

The Greenleaf Center offers programs and other services including resources for servant leaders and servant leader-networking.

Hugh O'Brien Youth Leadership - <http://www.hoby.org>

HOBY's mission is to seek out, recognize, and develop leadership potential commencing with high school sophomores.

KidLink - <http://www.kidlink.org>

KidLink empowers young people to build global networks of friends. (Grades 6-8)

Kid Source Online - <http://www.kidsource.com>

This site is the source for "in-depth and timely education and health care information that will make a difference in the lives of parents and their children."

LineZine - <http://www.linezine.com>

This quarterly e-magazine introduces thought leadership about learning, performance, and knowledge in the New Economy. (Grades K-12)

National Association of Secondary School Principals - http://www.nassp.org/about_us/stud_activ

NASSP's Department of Student Activities (DSA) sponsors a variety of leadership programs for students and advisors in secondary schools nationwide.

Peace Learning Center - <http://www.peacelearningcenter.org>

This center provides comprehensive and interactive conflict resolution training to students and school staff. Offers a 24-page downloadable student workbook and other hands-on activities.

Project WILD - <http://www.projectwild.org>

Project WILD is an "interdisciplinary, supplementary environmental and conservation education program for educators of kindergarten through high school age young people."

The Student Leadership Institute - <http://www.slinstitute.org>

SLI is a non-profit corporation whose mission is "to nurture a deep understanding of leadership and its responsible application with a commitment to business and community development."

The Think Earth Environmental Education Program - <http://www.thinkearth.org>

This site offers suggestions of ways to organize an environmental club. (Grades 6-12)

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Youth Leadership Initiative - www.youthleadership.net

YLI is “a national citizenship education program designed involve middle- and high-school students in the fundamentals of the American political process.”

Web Links to Lesson Plans

Ask Eric Education Information - <http://www.askeric.org>

This is a personalized Internet-based service providing information (including lesson plans) to teachers, librarians, counselors, administrators, parents, and anyone interested in education. (Grades K-12)

American Writers through C-SPAN - <http://www.americanwriters.org>

C-SPAN in the classroom offers a companion web site to American Writers: A Journey through History.

Education World - <http://www.educationworld.com>

Education World’s goal is to make it easy for educators to integrate the Internet into the classroom. It is a search engine for educational web sites only.

The New York Times Learning Network - <http://www.nytimes.com/learning/teachers/lessons/archive.html>

The archives contain hundreds of free lesson plans for grades 6-12 on a wide variety of subjects including the development of leadership skills in the classroom.

ProTeacher - <http://www.proteacher.com>

Free lesson plans are offered on a variety of subjects to teachers of grades K-12. This site offers teachers an opportunity to share lesson plans and ideas. Lessons address many different topics, including the development of leadership skills.

Linking Leadership to Instruction

Appendix A

Horizontal Presentation of Leadership Student
Expectations by Grade Cluster





LINKING LEADERSHIP TO INSTRUCTION:

**A Leadership Development Curriculum for
Virginia Public Schools**

Student Expectations by Strand across Grade Levels

Commonwealth of Virginia
Virginia Department of Education
June 2001

Student Expectations Developing Knowledge of Self and Others

Leadership requires knowledge of self and knowledge of others. Knowledge of self assists students in clarifying their identity, self-image, and roles in a variety of expanding communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership. Knowledge of others encourages students to consider and understand the way others view and respond to the world at large. Effective leadership rests in the ability to combine knowledge of self and knowledge of others to advance both personal and group goals.

K-2	3-5	6-8	9-12
<p>EC.1 The student will describe himself or herself.</p> <ul style="list-style-type: none"> a. Identify personal roles in the family, class, and school, such as son or daughter, line leader, citizen. b. Describe personal views of self, such as strengths and weaknesses. c. Explore influences on self, such as family and community customs and traditions. 	<p>ES.1 The student will examine his or her own self-image.</p> <ul style="list-style-type: none"> a. Identify factors that contribute to self-image, such as success and failure or acceptance and rejection. b. Investigate outside factors that may influence self-image, such as others' opinions in certain situations. c. Recognize that self-image may change over time and in different situations. 	<p>MS.1 The student will explain elements of his or her own self-image.</p> <ul style="list-style-type: none"> a. Investigate ways in which peers can influence self-image, such as through fashion and social activities. b. Explore personal interests, values, and skills. c. Examine effects of positive or negative self-image on relationships with others. 	<p>HS.1 The student will evaluate his or her own self-image.</p> <ul style="list-style-type: none"> a. Compare one's own interests, values, and skills with those of selected effective leaders. b. Evaluate one's own desire for leadership roles in the local, state, national, and world communities. c. Define ways to capitalize on individual strengths and improve areas of personal weakness.

K-2	3-5	6-8	9-12
<p>EC.2 The student will describe characteristics of his or her own responsible behavior, such as respect, trustworthiness, caring, and fairness.</p> <ul style="list-style-type: none"> a. Identify ways to assume responsibility in the family, class, and school. b. Identify ways to help others in the family, class, and school. 	<p>ES.2 The student will examine his or her own behaviors and how they contribute to group interaction.</p> <ul style="list-style-type: none"> a. Discuss personal style of interacting effectively with others. b. Predict future leadership roles and steps necessary to achieve them. 	<p>MS.2 The student will identify ways in which his or her behaviors influence others.</p> <ul style="list-style-type: none"> a. Identify influences on one's own ideas and behaviors, such as family, friends, and media. b. Identify one's own attitudes and biases toward others, such as admiration or jealousy. 	<p>HS.2 The student will evaluate his or her own behaviors.</p> <ul style="list-style-type: none"> a. Recognize the on-going benefits of self-analysis. b. Evaluate one's own decisions and actions in terms of short- and long-term consequences. c. Evaluate one's own behaviors in terms of their positive or negative effects on others.

K-2	3-5	6-8	9-12
<p>EC.3 The student will describe how to work with others.</p> <ul style="list-style-type: none"> a. Describe the characteristics of responsible behavior in others, such as respect, trustworthiness, caring, and fairness. b. Discuss roles of responsibility of others in the family, class, and school. 	<p>ES.3 The student will examine the needs and concerns of others.</p> <ul style="list-style-type: none"> a. Determine the needs and concerns of classmates or group members, such as friendship, approval, and acceptance. b. Act as a member of a group to develop a plan for addressing group needs and concerns. 	<p>MS.3 The student will identify the interests, values, styles, and behaviors of others.</p> <ul style="list-style-type: none"> a. Consider the effects of gender, ethnicity, customs, and traditions on the interests, values, styles, and behaviors of others. b. Recognize contributions of people from different backgrounds and experiences. c. Create strategies to integrate new members into a group. 	<p>HS.3 The student will use knowledge of others to improve one's leadership skills.</p> <ul style="list-style-type: none"> a. Create strategies to utilize the strengths and diminish the limitations of group members. b. Demonstrate ways to organize and delegate responsibilities. c. Encourage ideas, perspectives, and contributions of all group members. d. Use leadership skills to encourage cooperation and collaboration among groups with different needs and concerns.

Student Expectations Defining Leadership

Leadership is a process rather than an event. As situations change, roles and behaviors of leaders and followers may also change. In defining leadership, students learn that respected leaders act ethically and model responsible behavior. Students work to understand that active leadership may involve personal and public risks and opportunities. While leadership demands no specific age, gender, ethnicity, religion, or political affiliation, students learn that these elements may influence an individual's leadership style.

K-2	3-5	6-8	9-12
<p>EC.4 The student will identify the characteristics of leaders.</p> <p>a. Identify qualities of effective leaders, such as honesty, care for others, civility, and fairness.</p> <p>b. Describe positive and negative leadership traits as seen in fictional characters or in historical figures.</p>	<p>ES.4 The student will explore the characteristics of leaders.</p> <p>a. Identify and discuss leadership qualities, such as responsibility, courage, and reliability (in addition to honesty, care for others, civility, and fairness).</p> <p>b. Describe leadership traits, and distinguish between positive and negative examples of these traits in the school, peer group, local community, and state.</p>	<p>MS.4 The student will examine the characteristics of leaders.</p> <p>a. Identify and discuss effective leadership qualities, such as setting of limits, tolerance, self-reliance, initiative, charisma, and competence (in addition to honesty, care for others, civility, fairness, responsibility, courage, and reliability).</p> <p>b. Analyze the effectiveness of leaders according to the traits they demonstrate.</p>	<p>HS.4 The student will analyze the characteristics of leaders.</p> <p>a. Identify and discuss effective leadership qualities, such as integrity and wisdom (in addition to setting of limits, tolerance, self-reliance, initiative, charisma, competence, honesty, care for others, civility, fairness, responsibility, courage, and reliability).</p> <p>b. Explain how leadership traits apply to many aspects of life, such as economic and political systems, scientific discoveries, mathematical reasoning, and artistic endeavors.</p> <p>c. Examine leadership theories that explore different styles/types of leadership</p> <p>d. Explore philosophical concepts associated with leadership, such as virtue and justice.</p>

K-2	3-5	6-8	9-12
<p>EC.5 The student will explore the role of the follower.</p> <ul style="list-style-type: none"> a. Identify qualities such as respect, cooperation, and good manners, and relate them to the role of the follower. b. Examine the importance of being willing to listen, taking directions, following assigned chains of command, and being supportive. 	<p>ES.5 The student will understand the importance of the role of the follower.</p> <ul style="list-style-type: none"> a. Understand that followers can support and advance the cause of their leaders. b. Examine the importance of being an informed follower and the role of flexibility in being a follower. c. Explain the importance of active participation as a follower. 	<p>MS.5 The student will understand that the roles and actions of the follower fluctuate.</p> <ul style="list-style-type: none"> a. Discuss the loyalties of followers and where they place their support. b. Learn when and how to question leadership respectfully. c. Understand the importance and need to act sometimes as a follower for the good of the group. d. Identify situations in which assuming a leadership role is appropriate. e. Discuss the concept of civil disobedience. 	<p>HS.5 The student will analyze the complex relationship between the leader and the follower.</p> <ul style="list-style-type: none"> a. Critically analyze situations in which followers become leaders. b. Analyze and understand the dynamic relationship between the leader and the follower. c. Evaluate the risks and consequences of civil disobedience.

K-2	3-5	6-8	9-12
<p>EC.6 The student will understand that different settings affect leadership roles.</p> <ul style="list-style-type: none"> a. Identify leaders within the family, classroom, and school. b. Understand that the student's role as follower or leader may change at different times. c. Discuss the effects of changing situations upon leadership in the family, classroom, and school. 	<p>ES.6 The student will understand the role of environment in the process of leadership.</p> <ul style="list-style-type: none"> a. Identify the roles of leaders in the family, school, community, state, and nation. b. Understand that as situations change, the student's role as follower or leader may change. c. Describe the effects of changing situations upon leadership roles in the family, classroom, and school. 	<p>MS.6 The student will analyze the role of context in the process of leadership.</p> <ul style="list-style-type: none"> a. Evaluate the roles of leaders in the family, school, community, state, and nation; and in distinct ethnic groups and different world cultures. b. Understand that as contexts change, the student's role as follower or leader may change. c. Discuss the effects of changing situations upon leadership roles in the family, school, community, state, and nation. 	<p>HS.6 The student will evaluate the role of context in the process of leadership.</p> <ul style="list-style-type: none"> a. Analyze the influence of different contexts on leadership, such as gender, ethnicity, political affiliation, religion, and socio-economics. b. Understand that as contexts change, leaders may become followers, and followers may become leaders. c. Evaluate the effects of changing situations upon leadership roles in the family, classroom, school, community, state, nation, and world.

Student Expectations Developing Leadership Skills and Practices

Effective leaders use personal skills that can be acquired by all students. These essential skills include developing a vision, motivating others, taking initiative, communicating effectively, setting goals, making decisions, managing resources, and facilitating the development of additional leaders. When practiced within the context of students' primary social groups, these skills will build competence and confidence that prepare students to assume a variety of leadership roles.

K-2	3-5	6-8	9-12
<p>EC.7 The student will communicate effectively in pairs, small groups, teams, and large groups.</p> <ul style="list-style-type: none"> a. Develop active listening skills and good reading skills. b. Share own ideas, both verbally and in writing. c. Recognize differences of opinion. d. Provide positive feedback. e. Support other group members to achieve team spirit. 	<p>ES.7 The student will communicate effectively in pairs, small groups, teams, and large groups.</p> <ul style="list-style-type: none"> a. Listen and read for purpose, meaning, and expression of feeling within a variety of situations. b. Share own ideas and feelings both verbally and in writing. c. Empathize with others. d. Seek resolutions to problems. e. Provide and respond appropriately to positive feedback. f. Work as a team to communicate and support group projects. 	<p>MS.7 The student will communicate effectively in pairs, small groups, teams, and large groups.</p> <ul style="list-style-type: none"> a. Analyze and interpret purpose, meaning, and expression of feeling within a variety of situations. b. Examine one's own ideas and feelings in relation to those of others. c. Use effective written, verbal, and nonverbal skills to present information. d. Work toward consensus in groups. e. Provide and respond positively to constructive criticism. f. Demonstrate team-building skills that promote effective communication and project completion. 	<p>HS.7 The student will communicate effectively in pairs, small groups, teams, and large groups.</p> <ul style="list-style-type: none"> a. Suspend judgment until all ideas are expressed. b. Refine interpretation and synthesis of ideas. c. Present personal ideas as well as those of others in a clear, concise, and effective manner. d. Balance personal expression with others' contributions. e. Distinguish between fact and opinion. f. Work toward consensus in heterogeneous groups. g. Facilitate the mediation of conflict. h. Motivate team members individually and collectively to collaborate to achieve a common purpose.

K-2	3-5	6-8	9-12
<p>EC.8 The student will identify and practice decision-making skills.</p> <ul style="list-style-type: none"> a. Recognize problems. b. Gather facts for decision making and problem solving. c. Make simple decisions. d. Manage personal, classroom, and school resources. 	<p>ES.8 The student will enhance and apply decision-making skills.</p> <ul style="list-style-type: none"> a. Generate alternative solutions to problems. b. Describe the consequences of personal decisions. c. Work toward consensus in making group decisions. d. Participate in orderly, organized group processes. 	<p>MS.8 The student will transfer decision-making skills to new tasks.</p> <ul style="list-style-type: none"> a. Evaluate potential outcomes of a decision. b. Consider advice from others when making decisions. c. Generate objectives and strategies to make effective decisions. d. Monitor and evaluate progress toward accomplishing objectives. e. Define and use parliamentary procedure to facilitate decision making. 	<p>HS.8 The student will analyze and refine decision-making skills.</p> <ul style="list-style-type: none"> a. Take the lead in implementing, monitoring progress toward, and evaluating solutions. b. Support group decisions. c. Adjust group decisions according to changes within or outside the group. d. Refine skills in parliamentary procedure to facilitate meetings or discussions.

K-2	3-5	6-8	9-12
<p>EC.9 The student will recognize the importance of setting goals.</p> <ul style="list-style-type: none"> a. Define and set personal short-term goals. b. Identify long-term goals. c. Share personal goals. d. Discuss the importance of setting goals. 	<p>ES.9 The student will explore long-term goals.</p> <ul style="list-style-type: none"> a. Recognize that it is possible to have a variety of personal goals. b. Review and set new short-term goals on a regular basis. c. Set long-term goals. d. Evaluate and modify personal goals. 	<p>MS.9 The student will express a personal vision.</p> <ul style="list-style-type: none"> a. Define <i>vision</i>. b. Relate personal goals to one's own vision. c. Recognize the risks involved in presenting one's personal vision. d. Consider the contributions of others to one's own vision. 	<p>HS.9 The student will evaluate the relationship between personal vision and the group vision.</p> <ul style="list-style-type: none"> a. Present one's personal vision to a group, using persuasive techniques. b. Compare one's personal vision with that of a group. c. Recognize the necessity for compromise in various leadership situations. d. Motivate others to act according to the group's vision.

Student Expectations Practicing Leadership through Service

Leadership through service creates the opportunity for students to practice and continue to develop leadership skills. It allows them to define *community* and to assess community needs. Service leadership enables students to understand the concept of stewardship and ownership of their environment. It provides the opportunity to experience citizenship and identify the roles and responsibilities of responsible citizens. Leadership through service also encourages students to become altruistic leaders by providing opportunities for volunteerism.

K-2	3-5	6-8	9-12
<p>EC.10 The student will identify his or her community and community needs.</p> <ul style="list-style-type: none"> a. Name different communities in which people can concurrently hold membership, such as family, class, and school. b. Demonstrate awareness that good citizens of a community recognize and address community needs, such as food, clothing, and shelter for all. c. Identify important community needs. 	<p>ES.10 The student will give examples of community and community needs.</p> <ul style="list-style-type: none"> a. Distinguish between the needs and wants of communities within the class, school, locality, and state. b. Demonstrate that good citizens discover and act upon some community needs based on the ideas of care, respect, and dignity for all people. c. Recognize that compromises, sacrifices, and consequences are part of making community choices. 	<p>MS.10 The student will differentiate among communities and community needs.</p> <ul style="list-style-type: none"> a. Compare and contrast the needs of communities within the school, locality, state, and nation. b. Demonstrate that good citizens predict some community needs based on the idea that group acceptance and belonging are important to all people. c. Prioritize the needs of a community in terms of opportunities, benefits, and costs. 	<p>HS.10 The student will appraise communities and community needs.</p> <ul style="list-style-type: none"> a. Evaluate the needs of communities within the school, locality, state, nation, and world. b. Demonstrate that good citizens strengthen a community through tolerance of ideas and respect for the freedoms and civil rights of others. c. Justify the priorities by which needs are addressed in a community.

K-2	3-5	6-8	9-12
<p>EC.11 The student will explore the concept of citizenship.</p> <ul style="list-style-type: none"> a. List the roles and responsibilities of a citizen in the family, class, and school. b. Recognize that good citizens assume active roles in the family, class, and school. 	<p>ES.11 The student will explain the concept of citizenship.</p> <ul style="list-style-type: none"> a. Describe the roles and responsibilities of a citizen within the class, school, locality, and state. b. Describe ways in which good citizens assume active roles in the class, school, locality, and state. 	<p>MS.11 The student will compare and contrast the role of citizens in different communities.</p> <ul style="list-style-type: none"> a. Summarize the roles and responsibilities citizens have in different communities within the school, locality, state, and nation. b. Select active roles to assume in the class, school, locality, state, and nation. 	<p>HS.11 The student will evaluate the roles and responsibilities of citizenship.</p> <ul style="list-style-type: none"> a. Demonstrate that citizenship requires gathering information, making informed choices, and acting responsibly. b. Devise ways to assume active roles in the class, school, locality, state, nation, and world, such as volunteering for additional duties, participating on a committee, and leading a group.

K-2	3-5	6-8	9-12
<p>EC.12 The student will explore the concept of protecting and caring for people and things.</p> <ul style="list-style-type: none"> a. Recognize that good leaders take care of and preserve their family, class, and school communities. b. Illustrate that respect and caring for others include sharing classroom and school resources. 	<p>ES.12 The student will explain his or her role in protecting and caring for people and things.</p> <ul style="list-style-type: none"> a. Provide personal examples of protecting and caring for people and things in the class, school, and community. b. Investigate ways in which good leaders are concerned about their community. 	<p>MS.12 The student will apply the concept of stewardship.</p> <ul style="list-style-type: none"> a. Define <i>stewardship</i>. b. Devise plans to take care of and preserve the school, local, state, and national communities. c. Illustrate examples of ways in which good leaders protect their community and its resources. 	<p>HS.12 The student will evaluate the concept of stewardship.</p> <ul style="list-style-type: none"> a. Debate methods that leaders may use to take care of and preserve their school, local, state, national, and world communities. b. Explain ways in which one becomes vested in the community and its resources.

K-2	3-5	6-8	9-12
<p>EC.13 The student will practice leadership through service in a variety of communities.</p> <ul style="list-style-type: none"> a. Recognize that community needs can be more important than individual benefits. b. Demonstrate unselfish behavior. c. List ways that good leaders care about the needs of others. 	<p>ES.13 The student will practice leadership through service in a variety of communities.</p> <ul style="list-style-type: none"> a. Explain why community needs can be more important than individual benefits. b. Give examples of unselfish behavior. c. Identify cases of good leaders volunteering to help people in need at the class, school, and local levels. 	<p>MS.13 The student will practice leadership through service in a variety of communities.</p> <ul style="list-style-type: none"> a. Decide when community needs are more important than individual benefits. b. Illustrate altruistic behavior. c. Examine the idea that good leaders receive intrinsic reward by volunteering for community service. 	<p>HS.13 The student will practice leadership through service in a variety of communities.</p> <ul style="list-style-type: none"> a. Justify decisions in situations where community needs are more important than individual benefits. b. Demonstrate altruistic behavior. c. Encourage others to volunteer for community service.

Linking Leadership to Instruction

Appendix B Sample Leadership Curricula

Fairfax County Public Schools Leadership Course Program of Study	
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LEADERSHIP
for the 21st Century

Fairfax County Public Schools Leadership Course Program of Studies

In 1995, Fairfax County Public Schools created a program of studies for a high school course in leadership studies. The purpose of the program of studies is “to empower teachers to plan and provide engaging learning experiences that will enable students to measurably acquire leadership attributes that they can use to serve their school and community.”

The *Leadership Course Program of Studies* addresses many topics related to the development of leadership. Main content areas include Understanding Leadership, Assessing Individual Leadership Style and Skills, Planning and Organizing, Communication Skills and Techniques, Positive Relationship Building, Problem Solving and Decision Making, Personal Wellness and Image, and Community/School Service. Included with each of these topics are notes and sample teaching activities to assist teachers in planning and delivering lessons.

An excerpt from the *Leadership Course Program of Studies* has been included here to give the reader an idea of the variety of strategies “that can be used effectively within the context of a leadership course.” The full document may be borrowed from the CTE Resource Center Library. Request by e-mail at <mailto:library@cteresource.org>; by fax to (804) 673-3798; or by phone to (804) 673-3778. Please include your name, mailing address, school, phone number, and the library call number (SP170.024).

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Leadership Training

The following content topics are to be included during the teaching of the leadership course. The teaching sequence, depth of coverage, and methodology will be determined by the teacher.

- I. Understanding Leadership
 - A. Definitions
 - B. Theories
 - C. Characteristics
 - D. Roles
 - E. Role Models
- II. Assessing Individual Leadership Style and Skills
 - A. Self-Assessment
 - B. Personal Goal Setting
- III. Planning and Organizing
 - A. Goal Setting
 - B. Project Planning, Record Keeping, and Delegating
 - C. Evaluating Project Outcomes
- IV. Communication Skills and Techniques
 - A. Oral Communication
 - B. Active Listening
 - C. Written Communication
 - D. Graphic Communication
 - E. Visual Communication
 - F. Parliamentary Procedure
 - G. Public Relations
- V. Positive Relationship Building
 - A. Team Building
 - B. Motivation
 - C. Affirmations
 - D. Conflict Resolution
 - E. Prejudice Reduction
- VI. Problem Solving and Decision Making
 - A. Personal Styles
 - B. Group Styles
 - C. Reaching Consensus
 - D. Methods and Models
 - E. Ethical Dilemmas
- VII. Personal Wellness and Image
 - A. Personal Image
 - B. Personal Fitness
 - C. Nutrition
 - D. Stress Management
 - E. Time Management
 - F. Personal Values
 - G. Self-Esteem
 - H. Compulsive and Addictive Behavior
- VIII. Community and School Service
 - A. Record-keeping Forms
 - B. Service Log

Instructional Issues

Student motivation and achievement are enhanced by selecting instructional strategies that are matched to the lesson objectives and learning styles. A broad repertoire of instructional strategies will permit the teacher to engage and sustain student interest and provide for the needs of auditory, kinesthetic, visual, and tactile learners.

The following is an alphabetical list of strategies that can be used effectively within the context of a leadership course. This section contains a brief description of each strategy followed by concrete examples.

1. Action Log
2. Contract
3. Cooperative Learning
4. Case Study Method
5. Ethical Dilemmas
6. Fishbowl Technique
7. Hemlock Overlook (George Mason University, Center for Outdoor Education)
8. Incidence Chart
9. Interviews
10. Journal Writing
11. KWL
12. Mentoring
13. Panel
14. Planning Matrix (PERT Chart)
15. Portfolio
16. Problem-Solving and Decision-Making Scenarios
17. Project
18. Quotations
19. Research Paper
20. Retreat
21. Role Playing
22. Self-Assessment
23. Simulations
24. Speakers
25. Special Events
26. Videotaping
27. Visual Organizers (Concept Mapping)

Instructional Strategies

1. Action Log

Used in the format of a diary to record daily progress toward the completion of a task or project. The student uses the information for record keeping, and the teacher uses the information to evaluate student progress.

An example of a student in leadership class using an action log would be asking each student to keep a daily log of everything he or she does to complete an assigned responsibility related to planning and implementing a school activity.

2. Contract

Used to specifically identify student expectations and to evaluate student progress.

Sample Leadership Class Grading Contract

I, _____, have selected the following activities to complete during this quarter. I understand that if all assignments are completed on time and meet the project standards identified by the teacher, I will receive the grade of ____.

Grade Expectations for a Grade of A

1. Fifteen hours of school and community service to be completed as follows:
2. Position paper defending or refuting the statement "Good leaders are born, not made." To be completed and turned in by _____.
3. Quality participation in class discussions.
4. Serve as chairperson of the class or SGA _____ Committee and complete all duties as assigned.
5. Read and mind-map concepts from three chapters of interest in the class set of leadership resource books or in other sources preapproved by the teacher.
6. Pass each quarter with a score of 90 or better.

Grade Expectations for a Grade of B

The teacher would modify the contract for students wanting to earn a B by decreasing the amount of reading, requiring committee membership rather than chairmanship, and requiring a student to achieve a score of 80 or better.

3. Cooperative Learning

Used to foster collaboration and team building and to provide diversity of skills, knowledge, perspectives, and attitudes to achieve a specific objective.

An example of a cooperative learning activity in a leadership course would be to assign groups of four or five students to design activities for inclusion in the next school leadership retreat. Each group would be required to work together to determine the name, purpose, description, materials, costs, participants, space, planning, implementation responsibilities, and a method of evaluating the success of the activity. The teacher would then evaluate the cooperative learning process and the process outcome.

4. Case Study Method

Used to foster collaboration, critical thinking, problem solving, and decision making. Students work with realistic problems, which are described in vivid detail, to help students understand the full complexity of the issue or problem being studied.

Students work in cooperative learning teams to:

1. Analyze the problem and its inclusive issues.
2. Brainstorm and research recommended solutions.
3. Critique, through group discussion, the feasibility and value of each proposed solution.
4. Determine, based upon the facts in the case, recommended solutions or actions that can be supported.
5. Present the case and recommended solutions to the class, using oral and visual methods.

The following criteria should be used by the teacher for selecting cases for student study:

1. Involve dilemmas of broad student interest that surround interpersonal relationships.
2. Require examination of values, attitudes, knowledge, and beliefs.
3. Permit a variety of possible courses of action rather than one correct solution.
4. Enable students to feel some identification with the persons described in the case.
5. Ensure the case selected is engaging to students and relevant to the objectives of the course.

Additionally, the teacher should have enough background knowledge on the topic to serve as a discussion leader, consultant, and observer rather than a lecturer or subject matter expert. This method can be used to evaluate students' abilities to work as team members and to recognize, analyze, and solve realistic problems.

The following are examples of cases relevant to a leadership class.

Case One: A rumor is spreading around school that one clique of students active in student government is planning to sabotage the work of a rival clique within the group. They plan to pretend to cooperate with plans for the homecoming dance. They plan to assume major responsibilities and roles relative to the planning and then not to follow through on their jobs. This behavior is intended to make the rival clique, one of whose members is the chair of the homecoming dance committee, look incompetent and foolish. As a student government officer aware of this "plot," what actions should you take?

Case Two: You are the new chairperson of the student government nominating committee presiding at your second meeting. Agreement regarding officers has been reached, but it is difficult to select committee chairpersons because so many people want the jobs. One of your nominating committee members, Jessica, is pushing her friends. Tran wants his buddies to gain control of some of the committees, so arguing persists. Everyone is anxious to leave the meeting and go to other activities. Rob suggests putting all names in alphabetical order and counting down until all committee chairperson jobs are filled. As chairman, what can you do to restore a more objective, businesslike approach to the deliberations? Should qualifications rather than popularity play a role in selecting the chairs? What are some general characteristics a good committee chairperson should possess?

5. Ethical Dilemmas

Used to foster critical thinking about personal and group behavioral choices. Students individually, in small groups, or as a class develop a position in response to a fictional or real dilemma. These positions should be clarified to reflect the underlying value of the decision and its potential impact relative to personal and societal standards of conduct. Dilemmas often include issues of legality, liability, morality, "rightness," and perception of the degree of harm resulting from the resolution of the dilemma. Character traits are also involved when dilemmas involve issues such as honesty, integrity, responsibility, or forced-choice scenarios.

An example of an ethical dilemma appropriate for a leadership class includes the following:

Kyle is assigned to sell tickets for the school homecoming dance. He knows the sponsor and chairperson of his committee are unaware of the number of tickets on the roll he was given. Each ticket costs \$35.00. Kyle has two buddies whom he knows want badly to go to the dance but can't come up with the \$70.00 per couple. Kyle ponders what harm could come from his charitable act of giving two tickets to each of his buddies. No one would ever know. What should Kyle do and why? What character traits and values are involved in this dilemma?

6. Fishbowl Technique

Used to encourage verbal interaction among class members to explore issues and share opinions. Chairs are arranged in a circle, or students sit in a circle on the floor. One chair or space is intentionally left vacant. Students are assigned to sit in the inner circle. The other students sit to form an outer circle. Only the members of the inner circle may speak during the fishbowl activity. If a student in the outer circle wants to speak, he or she goes to the one vacant chair or space until they are tapped by another student from the outer circle who wants to take his or her place.

Ground rules should be established by the teacher to match the purpose of the activity. Examples of ground rules are:

- A student must state an idea and support it with fact or opinion; agree with a speaker and add supporting information; or disagree with a speaker and offer fact or opinion to refute it.
- No one may interrupt a speaker. No speaker may speak a second time on a topic until all persons wishing to speak on the topic have had a chance.

- The outer circle may be assigned to listen, take notes, and observe. If a person from the outer circle wishes to speak or ask a question, he or she must come forward and exchange chairs with a member of the inner circle.

The role of the teacher is to act as facilitator by posing the topic of discussion and, if necessary, asking open-ended questions, encouraging, harmonizing, clarify statements, and, in some cases, limiting statements. The teacher also establishes time parameters and notifies the group as the deadline approaches. After the discussion, the teacher helps students process the activity by asking the following questions: What surprised you about the discussion? Have you changed your mind, attitude, or belief about anything in response to the discussion? What things needed to change to make the fishbowl discussion more productive?

Using the fishbowl technique in a leadership class might involve working to reach consensus on any issue about which the class has strong differences of opinion, such as assigning community service as a requirement to receive a grade of A for the quarter, debating the question, “Who makes better leaders, men or women, and why?”, or observing and recording the communication techniques used by students in the inner circle (active listening, paraphrasing, clarifying, persuading, factualizing, etc.).

7. Hemlock Overlook (George Mason University, Center for Outdoor Education)

Used as a team and confidence-building field trip. This facility provides physical cooperative challenge events. Call (703) 830-9252 for specific activities and reservation information.

8. Incidence Chart

Used by students to record the frequency and attributes of specific behavior. Sample techniques and how they can be used in a leadership class:

- Direct each student in the outer (observing) circle of the fishbowl to observe and record every communication technique they see a person using during a ten-minute discussion. These would include using body language, using active listening behaviors, clarifying, presenting information, challenging an opinion, etc.
- Videotape a student speaking extemporaneously or making a 60-second commercial designed to enhance an opportunity for appointment to an imaginary leadership position. Direct the student to watch the videotape and to record observed behaviors on an incidence chart (the scoring rubric for the chart can be created by the class and the teacher) to evaluate the effectiveness of the presentation. Items on the chart might include the following: lengthy pauses, *uhs* and *aahs*, *you knows*, rapid speech, slow speech, mispronounced words, incorrect grammar, negative or positive body language, enthusiasm, etc.

9. Interviews

Used to gather and enhance a student’s understanding for and appreciation of others’ experiences.

Examples of the use of interviews in a leadership class: require students to interview a student leader, an adult leader in the school, and a leader from the community to determine what skills, abilities, values, and attitudes they possess; their definitions of a strong leader; and who these individuals most admire as leaders and why.

10. Journal Writing

Used as a tool to permit students to express in writing thoughts and feelings about topics relevant to a course. It requires the student to conceive of both learning and writing as meaningful processes to help students make connections between what they are learning and what is already known. Journal writings can be used to individualize and personalize instruction, stimulate discussion, start small-group activity, clarify hazy issues, reinforce learning, and stimulate student imagination.

Examples of the use of journal writing in a leadership course would be as a part of a required course notebook. Journal entries should be dated and students permitted to write both in and out of class. Journals should be collected and read periodically. As journals are read, personal comments should be made relative to the entries to promote teacher-student interaction and provide feedback.

Examples of journal assignments are:

- Respond to a statement such as, “Success comes in *cans* rather than *cannots*.”
- Express opinions such as, “What do you think is a fair way to assign committee chairpersons?”

- c. Convey knowledge and its application, such as, “From your reading and our class discussion, what do you think is the difference between self-esteem and self-confidence?”
- d. Express feelings such as “How do you feel when someone devalues an idea with a verbal put-down?”

11. KWL

Used to determine what students already know (K) about a topic; what they would (W) like to know that they do not know about the topic; and what they have learned (L) about the subject following reading, research, activity, or presentation. This technique avoids re-teaching what is known, piques curiosity, and assesses new learning.

Examples of how the KWL strategy could be applied in a leadership class would be to learn about characteristics of effective leaders, parliamentary procedure, writing committee reports, or projecting a positive image.

12. Mentoring

Used to enable experienced, skillful individuals to help those with less experience or skill. An example of how this strategy would be applied in a leadership class would be to assign each senior a junior or sophomore co-chairperson who would learn all about a committee responsibility in preparation for assuming that same role in the future.

13. Panel

Used to present information and opinions based upon experience and expertise of those persons not available within the daily classroom and school environment. Examples of how panels could be used in a leadership class are: a corporate leader, a community leader, and a volunteer service organization leader discussing what experiences students should seek to advance their opportunities to grow as leaders or discussing the ethics of leadership; a fitness club worker, an image consultant, and a personal clothing shopper for a department store talking about “first impressions” of a leader based upon physical appearance, dress, posture, and mannerisms.

14. Planning Matrix (PERT Chart)

Used as a tool to provide a visual representation of tasks to be accomplished, identify who is responsible for each task, and to establish deadlines. The PERT chart developed by the U.S. Navy is an acronym for Programming, Evaluation, Review Technique.

Students in a leadership class could develop a PERT chart to plan and implement any student government-sponsored event such as homecoming week activities, election of officers, or leadership retreat. This activity is specifically described in the “Planning and Organizing” section of this document.

15. Portfolio

Used to provide a holistic in-depth picture of student achievement. Teachers can assess student progress, guide student learning, and motivate students who may prefer a collection of work as evidence of ability rather than standardized or other tests. Portfolios should contain work which is representative of all major course objectives and clearly depict authentic evidence of what the student knows and is able to do. Captions are attached to each document to describe what the document is, why it is evidence, and what it documents.

Examples of possible contents of a leadership student’s portfolio could include: artifacts which are actual examples of student work such as journal writings, planning documents, research papers, or completed projects; visual evidence such as photographs, videotapes, and attestations or written documents written by someone else about the student’s work; productions which are produced especially for the portfolio to demonstrate competence, such as a paper describing the value of being an officer in the school’s SADD chapter; teacher observations; and student self-evaluations.

16. Problem-Solving and Decision-Making Scenarios

Used to practice logical, creative, and critical thinking. Examples of the use of these scenarios in a leadership class are as follows:

- a. The class can’t agree on the theme of the homecoming dance, so you, the teacher, stop the class and use problem-solving skills to determine a fair way to reach consensus and name the dance theme.
- b. Two committee chairpersons complain to the teacher that they can’t get anything done because committee members keep engaging in “side conversations” and do not cooperate. You, the teacher, gather the entire class together to determine a standard of expected behavior for committee meetings and consequences for non-compliance.

17. Project

Used to permit students to display in-depth knowledge in a particular area. Projects generally occur over time and require specific skills and have a measurable, observable outcome.

The following are examples of appropriate leadership class projects:

- a. Plan and execute a presentation for eighth graders to stimulate interest in rising freshmen in extra-curricular student government and club-sponsored activities, and to identify students who become active.
- b. Sponsor a school-wide media campaign to foster pride in the school buildings and grounds, which includes a contest for the best suggestion to beautify the school environment.

18. Quotations

Used as an impetus to motivate oral or written responses through class discussion or journal writing.

Examples of the use of quotations for a leadership class:

- Have students write a journal entry reacting to the quote, “Leadership is both a process and a property.”
- Hold a class discussion about the importance of having goals after reading the following passage from *Alice in Wonderland*: “Would you tell me, please,” said Alice, “which way I ought to walk from here?” “That depends on where you want to get to,” said the Cheshire Cat. “I don’t much care where. . .,” said Alice. “Then it doesn’t matter which way you walk,” said the cat. “So long as I get somewhere,” added Alice as an explanation. “Oh, you’re sure to do that if you only walk long enough,” said the cat.”

19. Research Paper

Used to require students to apply many skills and abilities over the course of time to complete a relevant task. The process, tools, skills and outcomes can be evaluated by the student and teacher to determine needs for future learning.

Examples of research papers appropriate for leadership class assignments:

- a. Use computer databases to discover what articles exist in the literature about motivating volunteers to follow through on responsibilities and ways to recognize their achievements, and write a report for class distribution and discussion.
- b. Read and research the “Quality” movement and draw inferences regarding how concepts defining the quality movement can be applied in student government activities.

20. Retreat

Characterized by a set of experiences in which the student leaders are isolated in a group for one or more days to set goals, plan and organize upcoming school year activities, learn and practice leadership skills, and develop positive working relationships with each other and significant adults in the school.

21. Role Playing

Used to engage students by involving them in active dramatizations that require the players to take the perspective of another. Role players develop communications skills and portray differing points of view. The observers of the role play develop active and reflective listening skills, and they participate in follow-up discussions to express attitudes, values, ideas, facts and feelings based upon the role play. Role play enhances cooperative learning when students work in groups to develop characterizations by sharing different perspectives and behaviors to reach consensus. Role play is enhanced by following these simple guidelines:

- a. Write specific, concise objectives for the role play.
- b. Select situations which students perceive as pertinent and meaningful.
- c. Provide a secure classroom environment by setting ground rules which prohibit put-downs and make students feel free to take risks and make mistakes without negative consequences.
- d. Use videotaping to enhance analysis and evaluation of the role play for assessment purposes.

An example of a role play appropriate for leadership class students would be to assign small groups to develop a skit illustrating dysfunctional communication styles which block the ability of a group to reach consensus.

22. Self-Assessment

Used to determine strengths and areas in need of improvement and to facilitate using strengths to good advantage in goal setting to improve identified areas.

Examples include the “Multicultural Self-Report Inventory” designed to help students measure their own beliefs about culture; the “Leadership Skills Inventory” designed to assess leadership competencies in seven categories; and the “Myers-Briggs Type Indicator” designed to identify basic preferences in people in regard to perception and judgment.

23. Simulations

Simulation attributes are selected to be as close to “real life” or “perfect practice” as possible. The effectiveness of simulations will depend upon preparation, perceived student value and interest, and the ability of students to transfer learning from the simulation to future application.

Examples of a simulation appropriate to a leadership class:

- a. Simulate a student government school-wide election process by rehearsing the process first with leadership class elections.
- b. Prepare role behavior cards to simulate a town meeting in which a topic about which there are strong feelings is discussed, to allow students to practice conflict resolution skills.

24. Speakers

Used to broaden student knowledge and perspective on any topic covered within the scope of the leadership course.

Examples of the use of speakers in a leadership course are as panel members, persuasive speakers, informative speakers, and role models. Speakers should be approved by the principal and non-controversial in their personal methods, language, or content.

25. Special Events

Used to enable leadership class students to develop and practice leadership skills by serving the school and the community.

26. Videotaping

Used as a teaching and learning tool to observe performance.

Examples of the use of videotaping in a leadership course would be to have students bring in short videotapes of a television personality who they believe models excellent communications skills; to videotape students making speeches or presentations to critique effectiveness; and to videotape the group process for future analysis. Videotapes provide valuable assessment data when used to evaluate continuous student progress.

27. Visual Organizers (Concept Mapping)

Used as a tool to show in a graphic way how a concept is perceived by the learner. They may be used in many ways, from evaluating students’ prior knowledge to assessing learning of a content area. Before and after representations can show specific pre- and post-instruction concept meaning held by students and show gains made in cognitive understanding and illustrate meaningful learning. “Meaningful learning” refers to anchoring new ideas or concepts with previously-acquired knowledge. This strategy is a valuable assessment tool.

An example of concept mapping would require students to arrange concepts and main ideas, expressed as keywords or phrases, for the topic “Running a Student Government Meeting” or “Homecoming Dance Planning” in a hierarchy from the most general (superordinate) topics or categories (“Rules of Order” or “Music” in these examples) to the most specific (subordinate) topics or categories (such as “Adjournment” or “Contract for the Band”); draw circles or ellipses around the concepts; and connect the concept circles by means of lines or arrows to show relationship of subordinate concepts to superordinate concepts. The visual organizer, when complete, will show all parts of the whole (meeting or dance) and their relationship to one another in a way which provides significant information to the learner.

Youth Leadership Initiative

The University of Virginia Center for Governmental Studies launched the national Youth Leadership Initiative (YLI) as its signature program in 1998 to combat the rising tide of apathy and cynicism many Americans -- and particularly young people-- feel toward politics and government.

Under the direction of Dr. Larry Sabato, Robert Kent Gooch professor of government at the University of Virginia, the Youth Leadership Initiative is a national citizenship education program designed to involve middle and high school students in the fundamentals of the American political process. YLI develops classroom resources and social studies course units that are specifically linked to Virginia's academic curriculum standards. Technology is a significant component of the Youth Leadership Initiative and the primary tool that enables YLI to link schools and students with their counterparts in every region of the state and throughout the nation.

The goal for the program is to rekindle citizen interest and participation in the American electoral process. To achieve this goal, the YLI couples academic excellence and cutting-edge technology with civic and community participation and leadership. Using high-tech resources, the Youth Leadership Initiative hosts online candidate forums, mock internet elections, an e-Congress, issue discussions, public town hall meetings, and community symposia.

For further information about how you and your school can participate in the Youth Leadership Initiative, please visit the YLI Web site (<http://www.youthleadership.net/>) or contact YLI at the University of Virginia Center for Governmental Studies by mail, phone, fax or e-mail. Mail: 2400 Old Ivy Road, Charlottesville, Virginia 22904. Phone: (804) 243-3539. Fax: (804) 243-8467. E-mail: astokes@virginia.edu

The following lesson plans are just a few examples of the many resources made available to teachers through this Virginia-based instructional Web site.

Youth Leadership Initiative

e-Congress



Lesson Overview for YLI e-Congress

The YLI e-Congress is designed to provide teachers with the flexibility to complete the necessary activities during eight class meetings over a four-week period. The following descriptions briefly explain what your class will do during each of the eight lessons. Along with the daily descriptions, you will also find references to YLI- e-Congress lesson plans and resources posted on the YLI web site. These are designed to assist teachers as they guide students through the project.

Day 0: (optional) Using YLI Lesson 1 – Political Ideology Survey, students will determine where they fall personally on the political spectrum by analyzing their opinions of current political issues. Advanced students may also want to complete YLI Lesson 2 – Formation of an Ideological Spectrum that provides a more sophisticated understanding of the distinctions in political ideology.

Lessons Referenced:

- YLI Lesson 1 – Political Ideology Survey (optional)
- YLI Lesson 2 – Formation of an Ideological Spectrum (optional)

Day 1: Students will be divided into groups based on their political ideology and interests. The size of the groups may vary depending on the abilities of students in the class. Advanced students may work individually or in small groups whereas students needing more support may work as an entire class. Using YLI e-Congress Lesson 1 – Drafting a Bill, each group will brainstorm topics for legislation and choose one that surfaces as timely and relevant to their peers/ constituents. The teacher may choose to introduce the lesson using the YLI video, *Mission ImpossiBill?* Students are also encouraged to use the polling feature on the YLI web site to survey their peers about issues they feel need to be addressed during this administration and/or to contact congressional leaders using the YLI Town Square portion of the web site.

Lesson Referenced:

- e-Congress Lesson 1 – Drafting a Bill (required)
- e-Congress Lesson 2 – Corresponding with Legislative Leaders (optional)
- e-Congress Lesson 3 – Biases in Polling Questions (optional)
- e-Congress Lesson 4 – Student-Conducted Poll (optional)

Resources Referenced:

- e-Congress Video – *Mission ImpossiBill!* (optional)

Day 2:

Students will begin researching and drafting legislation. Teachers may elect to use a variety of lesson plans to help students conduct research depending on time restrictions. Once students complete their research, they need to access the template provided in e-Congress Lesson 1 to craft their bill and place it in the required format.

Lessons Referenced:

- e-Congress Lesson 5 – Historical Background on Sample Legislative Issues (optional)
- e-Congress Lesson 6 – Evolution of Legislation for Sample Topics (optional)
- e-Congress Lesson 7 – Organizations That Support Specific Legislation (optional)

Resources Referenced:

- e-Congress Rubric – Rubric for teachers to use when assessing legislation (optional)

Day 3:

Each legislative group will distribute their sample legislation to the entire class. (This step will be eliminated if a teacher chose to write one piece of legislation as a class.) The class will then serve as the Authorizing Committee to determine which single piece of legislation they will submit to the YLI Hopper. During class on this day students will be guided to analyze each bill, debate their merits, suggest modifications and select one that surfaces as the strongest piece of legislation. Once they agree on a single piece, they will need to complete the Fiscal Impact Form and send both pieces of information to YLI through e-mail or regular mail. If students are participating in the structured portion of this game they will need to submit their bill by Friday, February 9.

Lessons Referenced:

- e-Congress Lesson 8 – The Merit of a Bill (optional)
- e-Congress Lesson 17 – Selling Your Bill (optional)
- e-Congress Lesson 9 – Fiscal Impact (required)

Day 4:

Once YLI receives legislation in the YLI e-Hopper, it will be assigned a number and sent to a specific “sub-committee” of the Appropriations Committee. You will be notified by the “Speaker’s Office” as to which subcommittee your legislation has been assigned. The subcommittees will then work on building consensus in order to get their bills passed by the entire congress. Discussions will take place during a two-week time period using the Appropriations Sub-Committee portion of the YLI web site. Students will logon at any point during the given period of time and express their concerns and views with other members of their sub-committee and exchange information until they have created legislation as a sub-committee that they want to submit to the House Floor.

Lesson Referenced:

- e-Congress Lesson 11 – The Cornerstones of Consensus (required)

Resource Referenced:

- Web site deliberations through the Appropriations sub-committee under YLI e-Congress (required)
- Web cast featuring an interview with U.S. Congressmen on strategies used to build consensus (optional)

Day 5: As teams within the sub-committees are attempting to build consensus with each other, they will also be challenged to meet the needs of special interest groups as it relates to their legislation. Some will be supportive of their bill, while others may encourage them to drop all parts of it. Students may also be informed of veto threats, media questions, concerns from political action committees, constituent backlash/support etc. The way they deal with each of these will impact the likelihood of the passage of their bill.

Lesson Referenced:

- e-Congress Lesson 11 – What are Outside Influences? (required)

Day 6: Each sub-committee will submit their final bill(s) to the House Floor. If changes have been made to pieces of legislation, students will need to make revisions and submit the Bill(s) in the required format.

Lesson Referenced:

- e-Congress Lesson 1 – Drafting a Bill (provides template legislation) (required)

Day 7: All students will need to review the bills on the House Floor and vote using the ballot on the YLI web site. Students will receive two votes during this process. One vote will most likely be cast for their personal legislation.

Lesson Referenced:

- e-Congress Lesson 12 – How to Vote on Bills? (required)
- e-Congress Lesson 13 – How to Analyze Bills Critically Before Casting Your Final Vote? (optional)

Resource Referenced:

- YLI e-Congress Ballot

Day 8: In the event that your legislation passes the YLI e-Congress, the White House will inform you of the President's decision on your legislation. Students and teachers will evaluate both the political process involved in passing a piece of legislation through the House of Representatives and the e-Congress game.

Lesson Referenced:

- e-Congress Lesson 14 – Evaluation of the Political Process to Pass a Bill
- e-Congress Lesson 15 – Evaluation of the YLI e-Congress game

**University of Virginia Center for Governmental Studies
Youth Leadership Initiative**



Lesson 9: Significance of Individuals to a Movement

Standards of Learning: History and Social Science

World History and Geography 1500 A.D. to Present—WHII.13

Virginia and U.S. History—VUS.7, VUS.13

Virginia and U.S. Government—GOVT.16, GOV.17

Technology —12.4

Student Expectations: HS.4, HS.5, HS.6

Purpose: The purpose of this lecture is to explain to students that social and political movements, as large as they often seem, cannot take place without the leadership and example of individual participation. The overhead provided will use the examples of Frederick Douglass, Mohatma Gandhi, Cesar Chavez and Rosa Parks to illustrate this point.

Key Words:

nonviolent resistance	bus boycott
migrant worker	abolition
integration	segregation
emancipation	labor union

Materials: Make an overhead transparency of the visual provided.

Procedure:

1. Place the transparency on the overhead and use it to introduce students to four pivotal civil rights leaders. Use these four individuals to guide students chronologically through the civil rights movement.
2. Divide students into four teams and ask them to read primary sources provided for either Douglass, Chavez, Parks or Gandhi. (You may want to group students by reading levels since some documents are more complex than others.)
3. After reading the primary resources, students may answer “Bloomed” questions as a class, in small groups, or independently. Questions are tiered and designed to be distributed among students based on their learning styles or readiness levels.

The Significance of Individuals to a Political or Social Movement



Frederick Douglass

His tireless support of abolition influenced others, particularly Lincoln, to support freeing the slaves.



Mahatma Gandhi

His quiet manner and nonviolent resistance led to India's independence from Britain and later influenced Martin Luther King's protest tactics.



Cesar Chavez

His leadership of Mexican-American migrant workers resulted in a nationwide boycott of grapes and ultimately to a political respect for the Latino community in U.S. politics.



Rosa Parks

Her refusal to give up her seat to a white man on a Montgomery bus inspired a city boycott of the buses and more importantly sparked the civil rights movement.

Lesson 9 - Significance of Individuals to a Movement

Primary and Secondary Support Materials

Frederick Douglass (approx. 1817 – 1895)

Excerpt from *My Slave Experience in Maryland*, a speech by Frederick Douglass before the American Anti-Slavery Society, May 6, 1845

“ . . . I ran away from the South seven years ago – passing through this city in no little hurry, I assure you – and lived about three years in New Bedford, Massachusetts, before I became publicly known to the anti-slavery people. Since then I have been engaged for three years in telling the people what I know of it. I have come to this meeting to throw in my mite, and since no fugitive slave has preceded me, I am encouraged to say a word about the sunny South. I thought, when the eloquent female who addressed this audience a while ago, was speaking of the horrors of Slavery, that many an honest man would doubt the truth of the picture which she drew; and I can unite with the gentleman from Kentucky in saying, that she came far short of describing them.

I can tell you what I have seen with my own eyes, felt on my own person, and know to have occurred in my own neighborhood, I am not from any of those States where the slaves are said to be in their most degraded condition; but from Maryland, where Slavery is said to exist in its mildest form; yet I can stand here and relate atrocities which would make your blood to boil at the statement of them. I lived on the plantation of Col. Lloyd, on the eastern shore of Maryland, and belonged to that gentleman's clerk. He owned, probably, not less than a thousand slaves. . . .

We don't ask you to engage in any physical warfare against the slaveholder. We only ask that in Massachusetts, and the several non-slaveholding States which maintain a union with the slaveholder – who stand with your heavy heels on the quivering heart-strings of the slave, that you will stand off. Leave us to take care of our masters. But here you come up to our masters and tell them that they ought to shoot us to take away our wives and little ones – to sell our mothers into interminable bondage, and sever the tenderest ties. You say to us, if you dare to carry out the principles of our fathers, we'll shoot you down. Others may tamely submit; not I. You may put the chains upon me and fetter me, but I am not a slave, for my master who puts chains upon me, shall stand in as much dread of me as I do of him. I ask you in the name of my three millions of brethren at the South. We know that we are unable to cope with you in numbers; you are numerically stronger, politically stronger, than we are – but we ask you if you will rend asunder the heart and (crush) the body of the slave? If so, you must do it at your own expense.

While you continue in the Union, you are as bad as the slaveholder. If you have thus wronged the poor black man, by stripping him of his freedom, how are you going to give evidence of your repentance? Undo what you have done. . . .”

Foner, Philip S. *Frederick Douglass - Selected Speeches and Writings*. International Publishers, 1999.

Additional sites to visit for information on Frederick Douglass

<http://odur.let.rug.nl/~usa/usa.htm> Original text from Frederick Douglass' autobiography

Mahatma Gandhi (1884 – 1941)

~ Two excerpts are submitted below. Excerpt one is briefer and more direct and may be easier for students with weaker reading abilities to digest. The second excerpt is to President Roosevelt and will be more challenging for students to read.

<http://www.mkgandhi.org/sfgbook/index.htm>

425. The world is weary of hate. We see the fatigue overcoming the Western nations. We see that this song of hate has not benefited humanity. Let it be the privilege of India to turn a new leaf and set a lesson to the world. –IV, I66.

My Task

426. In the past, non-co-operation has been deliberately expressed in violence to the evil-doer. I am endeavoring to show to my countrymen that violent non-co-operation only multiplies evil and that as evil can only be sustained by violence, withdrawal of support of evil requires complete abstention from violence. Non-violence implies voluntary submission to the penalty for non-co-operation with evil. –YI, 23-3-22, I68

427. I am not a visionary. I claim to be practical idealist. The religion of non-violence is not meant merely for the rishis and saints. It is meant for the common people as well. Non-violence is the law of our species as violence is the law of the brute. The spirit lies dormant in the brute and he knows no law but that of physical might. The dignity of man requires obedience to a higher law—to the strength of the spirit. I have therefore ventured to place before India the ancient law of self-sacrifice. For satyagraha and its off-shoots, non-co-operation and civil resistance, are nothing but new names for the law of suffering. The rishis, who discovered the law of non-violence in the midst of violence, were greater geniuses than Newton. They were themselves greater warriors than Wellington. Having themselves known the use of arms, they realized their uselessness and taught a weary world that its salvation lay not through violence but through non-violence. –YI, II-8-20, Tagore, 712.

~ Excerpt Two ~ Letter to President Roosevelt from Gandhi

<http://www.mkgandhi.org/letters/index.htm>

Dear friend,

I twice missed coming to your great country. I have the privilege [of] having numerous friends there both known and unknown to me. Many of my countrymen have received and are still receiving higher education in America. I know too that several have taken shelter there. I have profited greatly by the writings of Thoreau and Emerson. I say this to tell you how much I am connected with your country. Of Great Britain I need say nothing beyond mentioning that in spite of my intense dislike of British rule, I have numerous personal friends in England whom I love as dearly as my own people. I had my legal education there. I have therefore nothing but good wishes for your country and Great Britain. You will therefore accept my word that my present proposal, that the British should unreservedly and without reference to the wishes of the people of India immediately withdraw their rule, is prompted by the friendliest intention. I would like to turn into goodwill the ill will which, whatever may be said to the contrary, exists in India towards Great Britain and thus enable the millions of India to play their part in the present war. My personal position is clear. I hate all war. If, therefore, I could persuade my countrymen, they would make a most effective and decisive contribution in favour of an honourable peace. But I know that all of us have not a living faith in non-violence. Under foreign rule however we can make no effective contribution of any kind in this war, except as helots. The policy of the Indian National Congress, largely guided by me, has been one of non-embarrassment to Britain, consistently with the honourable working of the Congress, admittedly the largest political organisation of the longest standing in India. The British policy as exposed by the Cripps mission and rejected by almost all parties has opened our eyes and has driven me to the proposal I have made. I hold that the full acceptance of my proposal and that alone can put the Allied cause on an unassailable basis. I venture to think that the Allied declaration that the Allies are fighting to make the world safe for freedom of the individual and for democracy sounds hollow so long as India and, for that matter, Africa are exploited by Great Britain and America has the Negro problem in her own home. But in order to avoid all complications, in my proposal I have confined myself only to India. If India becomes free, the rest must follow, if it does not happen simultaneously. In order to make my proposal foolproof I have suggested that, if the Allies think it necessary, they may keep their troops, at their own expense in India, not for keeping internal order but for preventing Japanese aggression and defending China. So far as India is concerned, we must become free even as America and Great Britain are. The Allied troops will remain in India during the war under treaty with the free Indian Government that may be formed by the people of India without any outside interference, direct or indirect. It is on behalf of this proposal that I write this to enlist your active sympathy. I hope that it would commend itself to you. Mr. Louis Fischer is carrying this letter to you. If there is any obscurity in my letter, you have but to send me word and I shall try to clear it. I hope finally that you will not resent this letter as an intrusion but take it as an approach from a friend and well-wisher of the Allies.

I remain,

Yours sincerely, M.K. GANDHI

Cesar Chavez (1927-1993)

Web site featuring biography on Cesar Chavez

<http://www.incwell.com/Biographies/Chavez.html>

Web site including an interview with Cesar Chavez in May of 1970

http://www.sfsu.edu/~cecipp/cesar_chavez/apostle.htm

An excerpt follows below.

Observer: ...*Why do you insist on non-violent means in this struggle?*

Chavez: Our conviction is that human life and limb are a very special possession given by God to man and that no one has the right to take that away, in any cause, however just. We also find that violence is contagious; It is uncontrollable. If we use it, then the opposition is going to respond in kind and it is going to be escalated.

Also we are convinced that non-violence is more powerful than violence. We are convinced that non-violence supports you if you have a just and moral cause. Non-violence gives the opportunity to stay on the offensive, which is of vital importance to win any contest. Suppose we are striking and the opponent appears to be getting the best of us and we resort to violence.

Then he will bring in other forces and one of two things happens: violence has to be escalated, or there is total demoralization of the workers. Non-violence works in exactly the opposite manner: when for every violent action committed against us, we respond with non-violence, we tend to attract people's support; we have a chance of attracting other people who are not involved because they are workers, but are involved because they have a conscience and because they would rather see a non-violent solution to things.

Rosa Parks (1913 -)

~ Two excerpts are provided below. One introduces students to Rosa as she reflects on her life during a current interview and the other blends literature with civics as students study a poem about Rosa Parks by acclaimed poet Rita Dove.

Interview with Rosa Parks (February 1997) An excerpt follows below.

<http://teacher.scholastic.com/rosa/rosatran.htm>

Have you ever faced something that you thought you couldn't stand up to? "I can't think of anything. Usually, if I have to face something, I do so no matter what the consequences might be. I never had any desire to give up. I did not feel that giving up would be a way to become a free person. That's the way I still feel. By standing up to something we still don't always affect change right away. Even when we are brave and have courage, change still doesn't come about for a long time."

Poem about Rosa Parks by Rita Dove

Rosa by Rita Dove

How she sat there,
the time right inside a place
so wrong it was ready.

The trim name with
its dream of a bench
to rest on. Her sensible coat.

Doing nothing was the doing:
the clean flame of her gaze
carved by a camera flash.

How she stood up
when they bent down to retrieve
her purse. That courtesy.

Dove, Rita. *On The Bus With Rosa Parks*. W.W. Norton and Company, 1999.

“Bloomed” Questions for Lesson 9

Significance of Individuals to a Movement

Questions are tiered and designed to be distributed among students based on their learning styles or reading readiness levels. All students are expected to answer the knowledge and comprehension questions and then the teacher can determine which students work with the remaining questions.

Knowledge

- What is the name of the leader you are studying?
- What cause is the leader championing?

Comprehension

- How does the leader feel about violent vs. non-violent intervention to promote his/her cause?

Application

- Given what you’ve read about this individual, how would he/she respond to today’s violence on television? Would he/she support censorship?
- Read the first amendment of the constitution. How would this individual interpret the first amendment as it relates to media violence?

Analysis

- Describe leadership qualities you admired in the leader you studied. Read background information on a second leader from this lesson and compare their leadership skills. How are their personalities similar? How are they different?
- Describe life experiences that inspired the leader to fight for his/her cause.

Synthesis

- Think about the leadership qualities each of these individuals possessed and their unique life experiences that inspired their passion for their cause. Based on this information, create a brief biography or character sketch for the ideal leader to fight for one of the causes listed below.
 - Literacy Programs
 - Health Care Reform
 - Affirmative Action
- Read the poem by Rita Dove entitled *Rosa* and then create your own poem about one of the other leaders studied in this unit. Students may model their piece after Dove’s simplistic imagery.

Evaluation

After the discussion of these four individuals, ask students to theorize about whether or not the respective political or social movements would have been as effective without them.

- How did the leader’s commitment to non-violence impact the strength of the movement?
- Was the leader effective?

Linking Leadership to Instruction

Appendix C

Correlation of Virginia Standards of Learning and Career
and Technical Education Competencies to
Leadership Student Expectations



Appendix C has been revised as of August 2003 to reflect the newly revised Standards of Learning

Correlation of Standards of Learning and Career and Technical Education Competencies to the Leadership Development Curriculum

The Leadership Development Curriculum is intended to provide a framework that allows teachers to embed leadership development in existing instruction within all subject areas at various grade levels. Hence, it is important to understand how opportunities for leadership development are already evident in classroom instruction. Virginia's Standards of Learning identify the knowledge, processes, and skills that teachers should teach and students should learn in the various grade levels and courses that are taught in Virginia's schools. The essential competencies for a career and technical education course identify the knowledge, processes, and skills that students must develop in that course. The standards and competencies form the foundation for the development of curriculum in each of the subject areas or career and technical education content areas.

Each leadership expectation addresses content and skills that will enable students to develop and exercise leadership in a variety of situations. Many of these concepts and skills are reinforced daily in classes across the commonwealth. The correlation charts included in this section demonstrate areas in which certain student expectations that are found in the Leadership Development Curriculum may be easily and naturally integrated into instruction.

For example, the first correlations presented are for the English Standards of Learning (SOL) in kindergarten:

English SOL	K.2	K.3	K.11
Leadership Expectations	EC.1	EC. 7	EC.11
	EC.2		EC.12
	<i>etc.</i>		EC.13

English K.2 states that, among other requirements, students will “use words to describe/name people, places, and things.” This standard has been correlated to several leadership expectations, including EC.1, which states that “the student will describe himself or herself,” such as roles in the family and personal views.

When planning for instruction, teachers are encouraged to integrate into their subject-area curricula processes and skills that are important to leadership development for students. The correlation charts help to identify where such integration may occur naturally in curricula and instruction.

EARLY CHILDHOOD

Kindergarten

English

English SOL	K.2	K.3	K.11
Leadership	EC.1	EC.7	EC.11
Expectations	EC.2		EC.12
	EC.3		EC.13
	EC.4		
	EC.5		
	EC.6		
	EC.7		
	EC.8		
	EC.9		
	EC.10		

History and Social Science

H/SS SOL	K.1	K.2	K.7	K.8	K.9
Leadership	EC.4	EC.4	EC.8	EC.4	EC.1
Expectations	EC.6			EC.5	EC.2
	EC.11			EC.6	EC.3
				EC.7	EC.4
				EC.8	EC.10
				EC.6	EC.11
				EC.10	
				EC.12	
				EC.13	

Mathematics in Kindergarten

The goals of mathematics are to
Become mathematical problem solvers.

Communicate mathematically.

Reason mathematically.

Make mathematical connections.

Use mathematical representations to model and interpret practical situations.

These goals are aligned with the processes underlying the development of leadership as described in the Leadership Development Curriculum. Specific mathematics content stated in the Standards of Learning are not as closely aligned.

Math

Math SOL	K.14
Leadership	EC.8
Expectations	

Science

Science SOL	Goal 1	Goal 2	Goal 6	K.1	K.10
Leadership	EC.1	EC.7	EC.2	EC.1	EC.3
Expectations			EC.3	EC.7	EC.7
					EC.12

Kindergarten (continued)**Health**

Health SOL	K.2	K.4	K.5	K.6
Leadership Expectations	EC.1 EC.6 EC.9	EC.8	EC.3 EC.6 EC.8 EC.13	EC.1 EC.2 EC.5 EC.12 EC.13

Music

Music SOL	K.1	K.2	K.3	K.4	K.7	K.8	K.9	K.10	K.11
Leadership Expectations	EC.3 EC.7 EC.12	EC.3	EC.3 EC.7	EC.3 EC.7 EC.12	EC.3	EC.7	EC.7	EC.7	EC.3 EC.7 EC.12

NOTE: Additional correlations exist for Instrumental Music. They are listed in the Middle School section.

Physical Education

PE SOL	K.4	K.5
Leadership Expectations	EC.2 EC.3 EC.5 EC.7	EC.8

Visual Arts

Art SOL	K.1	K.2	K.3	K.4	K.5	K.6	K.9	K.12	K.13	K.14	K.15
Leadership Expectations	EC.8	EC.7	EC.8	EC.1	EC.8	EC.1	EC.8	EC.10	EC.10	EC.10	EC.7

Art SOL	K.17	K.18	K.19								
Leadership Expectations	EC.1 EC.7 EC.8	EC.1 EC.8	EC.1 EC.7								

Grade 1

English

English SOL	1.2	1.3	1.12
Leadership Expectations	EC.1 EC.2 EC.3 EC.4 EC.5 EC.6 EC.7 EC.8 EC.9 EC.10	EC.7	EC.11 EC.12 EC.13

History and Social Science

H/SS SOL	1.1	1.2	1.3	1.6	1.8	1.10	1.11	1.12
Leadership Expectations	EC.10	EC.4 EC.6 EC.11 EC.12	EC.1 EC.4 EC.6 EC.12	EC.10	EC.8	EC.1 EC.2 EC.3 EC.4 EC.6 EC.10 EC.11	EC.2 EC.4 EC.8 EC.10 EC.13	EC.7 EC.9

Mathematics in Grade 1

The goals of mathematics are to

Become mathematical problem solvers.

Communicate mathematically.

Reason mathematically.

Make mathematical connections.

Use mathematical representations to model and interpret practical situations.

These goals are aligned with the processes underlying the development of leadership as described in the Leadership Development Curriculum. Specific mathematics content stated in the Standards of Learning are not as closely aligned.

Math

Math SOL	1.18
Leadership Expectations	EC.8

Science

Science SOL	Goal 1	Goal 2	Goal 6	1.1	1.8
Leadership Expectations	EC.1	EC.7	EC.2 EC.3	EC.1 EC.7	EC.12

Health

Health SOL	1.2	1.3	1.4	1.6	1.7
Leadership Expectations	EC.2 EC.8	EC.2	EC.3 EC.5 EC.7	EC.10 EC.11 EC.12 EC.13	EC.2 EC.10 EC.13

Grade 1 (continued)**Music**

Music SOL	1.1	1.2	1.3	1.4	1.7	1.8	1.9	1.11
Leadership Expectations	EC.3 EC.12	EC.3	EC.3 EC.7 EC.12	EC.3 EC.7 EC.12	EC.3	EC.3	EC.3	EC.2 EC.3 EC.12

NOTE: Additional correlations exist for Instrumental Music. They are listed in the Middle School section.

Physical Education

PE SOL	1.5
Leadership Expectations	EC.2 EC.3 EC.5

Visual Arts

Art SOL	1.1	1.3	1.11	1.18	1.20
Leadership Expectations	EC.8	EC.7	EC.8	EC.1	EC.8

Grade 2

English

English SOL	2.3	2.11
Leadership Expectations	EC.1 EC.2 EC.3 EC.4 EC.5 EC.6 EC.7 EC.8 EC.9 EC.10	EC.11 EC.12 EC.13

History and Social Science

H/SS SOL	2.3	2.9	2.10	2.11	2.12
Leadership Expectations	EC.10	EC.8E C.9	EC.1 EC.2 EC.3 EC.4 EC.6 EC.8 EC.10 EC.11 EC.12 EC.13	EC.4 EC.5 EC.6	EC.4 EC.10 EC.11 EC.12 EC.13

Mathematics in Grade 2

The goals of mathematics are to
Become mathematical problem solvers.

Communicate mathematically.

Reason mathematically.

Make mathematical connections.

Use mathematical representations to model and interpret practical situations.

These goals are aligned with the processes underlying the development of leadership as described in the Leadership Development Curriculum. Specific mathematics content stated in the Standards of Learning are not as closely aligned.

Mathematics

Math SOL	2.9
Leadership Expectations	EC.8

Science

Science SOL	Goal 1	Goal 2	Goal 6	2.1
Leadership Expectations	EC.1	EC.7	EC.2 EC.3	EC.1 EC.7

Health

Health SOL	2.2	2.3	2.5
Leadership Expectations	EC.2 EC.8	EC.1	EC.12 EC.13

Grade 2 (continued)**Music**

Music SOL	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.9	2.10
Leadership	EC.3	EC.7	EC.3	EC.3	EC.3	EC.7	EC.7	EC.7	EC.2
Expectations	EC.7		EC.7	EC.7	EC.7				EC.3
	EC.12		EC.12		EC.12				EC.12

NOTE: Additional correlations exist for Instrumental Music. They are listed in the Middle School section.

Physical Education

PE SOL	2.4	2.5
Leadership	EC.2	EC.5
Expectations	EC.3	EC.10
	EC.5	
	EC.11	

Visual Arts

Art SOL	2.1	2.4	2.5	2.7	2.8	2.9	2.10	2.11	2.12	2.13	2.14
Leadership	EC.8	EC.8	EC.8	EC.7	EC.8	EC.8	EC.8	EC.10	EC.10	EC.10	EC.1
Expectations											EC.7

Art SOL	2.17	2.19									
Leadership	EC.10	EC.10									
Expectations											

ELEMENTARY SCHOOL

Grade 3

English

English SOL	3.1	3.2	3.5	3.6	3.9	3.10
Leadership	ES.2	ES.7	ES.5	ES.5	ES.7	ES.5
Expectations	ES.3	ES.8	ES.7	ES.7		ES.6
	ES.4		ES.12	ES.12		ES.7
	ES.5					ES.11
	ES.6					
	ES.8					
	ES.11					
	ES.12					
	ES.13					

History and Social Science

H/SS SOL	3.10	3.11	3.12
Leadership	ES.4	ES.1	ES.3
Expectations	ES.5	ES.2	ES.4
	ES.6	ES.3	ES.6
	ES.8	ES.11	ES.10
		ES.13	ES.11
			ES.13

Mathematics in Grade 3

The goals of mathematics are to

Become mathematical problem solvers.

Communicate mathematically.

Reason mathematically.

Make mathematical connections.

Use mathematical representations to model and interpret practical situations.

These goals are aligned with the processes underlying the development of leadership as described in the Leadership

Development Curriculum. Specific mathematics content stated in the Standards of Learning are not as closely aligned.

Math

Math SOL	3.21	3.22
Leadership	ES.8	ES.8
Expectations		

Science

Science SOL	Goal 1	Goal 2	Goal 7	3.1	3.10.	3.11
Leadership	ES.1	ES.7	ES.8	ES.1	ES.12	ES.12
Expectations						

Health

Health SOL	3.1	3.2	3.5
Leadership	ES.9	ES.2	ES.10
Expectations		ES.8	

Grade 3 (continued)**Music**

Music SOL	3.1	3.2	3.3	3.4	3.5	3.6	3.8	3.9	3.11	3.12
Leadership Expectations	ES.3 ES.7 ES.12	ES.3 ES.7 ES.12	ES.3 ES.7 ES.12	ES.3 ES.7 ES.12	ES.7	ES.7	ES.7	ES.7	ES.7	ES.2 ES.12

NOTE: Additional correlations exist for Instrumental and Vocal/Choral Music. They are listed in the Middle School section.

Physical Education

PE SOL	3.2	3.4	3.5
Leadership Expectations	ES.7	ES.2 ES.3 ES.4 ES.7 ES.8 ES.11	ES.10

Visual Arts

Art SOL	3.1	3.11	3.12	3.13	3.16	3.18	3.19	3.23	3.26
Leadership Expectations	ES.7 ES.8	ES.7	ES.7	ES.10	ES.10	ES.10	ES.7 ES.8	ES.7	ES.1 ES.7

Grade 4

English

English SOL	4.1	4.2	4.4	4.5	4.7
Leadership	ES.2	ES.7	ES.5	ES.5	ES.5
Expectations	ES.3	ES.8	ES.7	ES.7	ES.6
	ES.4		ES.12	ES.12	ES.7
	ES.5				ES.11
	ES.6				
	ES.8				
	ES.11				
	ES.12				
	ES.13				

History and Social Science Virginia Studies

H/SS SOL	VS.1	VS.3	VS.4	VS.5	VS.6	VS.7	VS.9
Leadership	ES.6	ES.6	ES.6	ES.4	ES.4	ES.6	ES.4
Expectations	ES.7						ES.6

Mathematics in Grade 4

The goals of mathematics are to

Become mathematical problem solvers.

Communicate mathematically.

Reason mathematically.

Make mathematical connections.

Use mathematical representations to model and interpret practical situations.

These goals are aligned with the processes underlying the development of leadership as described in the Leadership Development Curriculum. Specific mathematics content stated in the Standards of Learning are not as closely aligned.

Math

Math SOL	4.20
Leadership	ES.8
Expectations	

Science

Science SOL	Goal 1	Goal 2	Goal 7	4.1	4.5	4.8
Leadership	ES.1	ES.7	ES.8	ES.1	ES.12	ES.12
Expectations						

Health

Health SOL	4.2	4.3	4.4	4.6	4.7
Leadership	ES.1	ES.8	ES.9	ES.11	ES.6
Expectations	ES.2			ES.12	ES.13

Grade 4 (continued)**Music**

Music SOL	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.11	4.12
Leadership Expectations	ES.3 ES.7 ES.12	ES.12	ES.3 ES.7 ES.12	ES.3 ES.7 ES.12	ES.7 ES.12	ES.7	ES.7	ES.7	ES.2 ES.3 ES.7 ES.12

NOTE: Additional correlations exist for Instrumental and Vocal/Choral Music. They are listed in the Middle School section.

Physical Education

PE SOL	4.1	4.4	4.5
Leadership Expectations	ES.7	ES.2 ES.3 ES.4 ES.6 ES.7	ES.9 ES.13

Visual Arts

Art SOL	4.1	4.2	4.14	4.15	4.19.	4.21	4.23
Leadership Expectations	ES.8	ES.7 ES.8	ES.10	ES.7	ES.8	ES.1 ES.7 ES.8	ES.7 ES.8

Grade 5

English

English SOL	5.1	5.2	5.3	5.5	5.6	5.8
Leadership Expectations	ES.2 ES.3 ES.4 ES.5 ES.6 ES.8 ES.11 ES.12 ES.13	ES.7 ES.8	ES.5 ES.7 ES.12	ES.7 ES.11	ES.7 ES.11	ES.5 ES.6 ES.7 ES.11

History and Social Science

U.S. History to 1877

H/SS SOL	USI.1	USI.3	USI.4	USI.5	USI.6	USI.7	USI.8	USI.9
Leadership Expectations	ES.7	ES.6	ES.6	ES.6 ES.10	ES.4	ES.4	ES.6	ES.4 ES.6 ES.10

Mathematics in Grade 5

The goals of mathematics are to
Become mathematical problem solvers.

Communicate mathematically.

Reason mathematically.

Make mathematical connections.

Use mathematical representations to model and interpret practical situations.

These goals are aligned with the processes underlying the development of leadership as described in the Leadership Development Curriculum. Specific mathematics content stated in the Standards of Learning are not as closely aligned.

Math

Math SOL	5.18
Leadership Expectations	ES.8

Science

Science SOL	Goal 1	Goal 2	Goal 7	5.1	5.6	5.7
Leadership Expectations	ES.1	ES.7	ES.8	ES.1	ES.12	ES.12

Health

Health SOL	5.1	5.2	5.4	5.5
Leadership Expectations	ES.1 ES.2 ES.7	ES.8 ES.9	ES.8	ES.6 ES.12

Grade 5 (continued)**Music**

Music SOL	5.1	5.2	5.3	5.4	5.5	5.6	5.9	5.10
Leadership Expectations	ES.3 ES.7 ES.12	ES.3 ES.7 ES.12	ES.3 ES.7 ES.12	ES.7	ES.7	ES.7	ES.7	ES.2 ES.3 ES.7 ES.12

NOTE: Additional correlations exist for Instrumental and Vocal/Choral Music. They are listed in the Middle School section.

Physical Education

PE SOL	5.2	5.4	5.5	5.6
Leadership Expectations	ES.7	ES.8	ES.2 ES.3 ES.4 ES.7 ES.8	ES.8

Visual Arts

Art SOL	5.3	5.4	5.6	5.15	5.16	5.18	5.20	5.21	5.23	5.24	5.25
Leadership Expectations	ES.7	ES.7 ES.8	ES.8	ES.10	ES.20	ES.10	ES.10	ES.7	ES.10	ES.10	ES.7

MIDDLE SCHOOL

Middle School English

English 6

English SOL	6.1	6.2	6.4	6.5	6.6	6.7
Leadership	MS.1	MS.1	MS.1	MS.4	MS.4	MS.4
Expectations	MS.2	MS.2	MS.2	MS.5	MS.6	MS.6
	MS.3	MS.3	MS.3	MS.6	MS.7	MS.7
	MS.4	MS.4		MS.7	MS.8	MS.8
	MS.5	MS.5		MS.8	MS.9	MS.9
	MS.6	MS.6		MS.9	MS.10	MS.10
	MS.7	MS.7		MS.10	MS.11	MS.11
	MS.8	MS.8		MS.11	MS.12	MS.12
	MS.9	MS.9		MS.12		
	MS.10	MS.10		MS.13		
	MS.11	MS.11				
	MS.12	MS.12				
	MS.13					

English 7

English SOL	7.1	7.2	7.3	7.4	7.6	7.7	7.8	7.9
Leadership	MS.1	MS.1	MS.4	MS.1	MS.4	MS.4	MS.4	MS.4
Expectations	MS.2	MS.2	MS.5	MS.2	MS.5	MS.5	MS.6	MS.6
	MS.3	MS.3	MS.6	MS.3	MS.6	MS.6	MS.7	MS.7
	MS.4	MS.4	MS.7		MS.7	MS.7	MS.8	MS.8
	MS.5	MS.5	MS.8		MS.8	MS.8	MS.9	MS.9
	MS.6	MS.6	MS.9		MS.9	MS.9	MS.10	MS.10
	MS.7	MS.7			MS.10	MS.10	MS.11	MS.11
	MS.8	MS.8			MS.11	MS.11	MS.12	MS.12
	MS.9	MS.9			MS.12	MS.12		
	MS.10	MS.10			MS.13			
	MS.11	MS.11						
	MS.12	MS.12						
	MS.13	MS.13						

English 8

English SOL	8.1	8.2	8.3	8.4	8.6	8.7	8.8
Leadership	MS.1	MS.1	MS.4	MS.1	MS.4	MS.4	MS.4
Expectations	MS.2	MS.2	MS.5	MS.2	MS.5	MS.6	MS.6
	MS.3	MS.3	MS.6	MS.3	MS.6	MS.7	MS.7
	MS.4	MS.4	MS.7		MS.7	MS.8	MS.8
	MS.5	MS.5	MS.8		MS.8	MS.9	MS.9
	MS.6	MS.6	MS.9		MS.9	MS.10	MS.10
	MS.7	MS.7			MS.10	MS.11	MS.11
	MS.10	MS.8			MS.11	MS.12	MS.12
	MS.12	MS.9			MS.12		
	MS.13	MS.10			MS.13		
		MS.11					
		MS.12					
		MS.13					

Middle School History and Social Science

U.S. History 1877-Present

H/SS SOL	USII.1	USII.3	USII.4	USII.5	USII.6	USII.7	USII.8
Leadership Expectations	MS.7	MS.3 MS.5 MS.6 MS.10 MS.11 MS.13	MS.4 MS.6	MS.3 MS.4 MS.6 MS.11	MS.2 MS.3 MS.4 MS.5 MS.6	MS.3 MS.6	MS.3 MS.6

Civics and Economics

H/SS SOL	CE.1	CE.2	CE.3	CE.4	CE.6	CE.7	CE.9	CE.10	CE.11	CE.12
Leadership Expectations	MS.7 MS.8 MS.11	MS.11	MS.3 MS.5 MS.10 MS.11 MS.12 MS.13	MS.1 MS.2 MS.4 MS.5 MS.7	MS.10 MS.11	MS.11	MS.10	MS.10	MS.10	MS.1 MS.9

World History and Geography to 1500 A.D.

H/SS SOL	WHI.1	WHI.2	WHI.3	WHI.4	WHI.5	WHI.6	WHI.7	WHI.8	WHI.9	WHI.10	WHI.11
Leadership Expectations	MS.7	MS.3 MS.5	MS.3 MS.5 MS.6	MS.3	MS.3 MS.4 MS.11	MS.3 MS.4 MS.11	MS.3 MS.4 MS.6	MS.3 MS.6	MS.3 MS.4 MS.5	MS.3 MS.6	MS.3 MS.6

H/SS SOL	WHI.12	WHI.13
Leadership Expectations	MS.3 MS.6	MS.3 MS.4

Middle School Mathematics

Mathematics 6

H/SS SOL	6.18	6.19
Leadership Expectations	MS.7	MS.7

Mathematics 7

H/SS SOL	7.16	7.17	7.18
Leadership Expectations	MS.8	MS.8	MS.8

Mathematics 8

H/SS SOL	8.12
Leadership Expectations	MS.8

Middle School Science

Science 6

Science SOL	Goal 1	Goal 7	Goal 8	6.1	6.5	6.6	6.7	6.9
Leadership Expectations	MS.7	MS.8	MS.1	MS.7	MS.8 MS.12	MS.8 MS.12	MS.8 MS.12	MS.8 MS.12

Life Science

Science SOL	Goal 1	Goal 7	Goal 8	LS.1	LS.12
Leadership Expectations	MS.7	MS.8	MS.1	MS.7	MS.12

Physical Science

Science SOL	Goal 1	Goal 7	Goal 8	PS.1
Leadership Expectations	MS.7	MS.8	MS.1	MS.7

Middle School Fine Arts

Dance

Exploratory Dance Arts

Dance SOL	DM.1	DM.2	DM.3	DM.4	DM.5	DM.6	DM.7	DM.8	DM.9	DM.10	DM.11
Leadership Expectations	MS.1	MS.1	MS.1 MS.3	MS.1 MS.2	MS.3	MS.1 MS.7	MS.1 MS.2 MS.3	MS.1 MS.3 MS.5 MS.6 MS.7 MS.9	MS.1 MS.2 MS.3 MS.5 MS.6 MS.7	MS.7	MS.1 MS.2 MS.3 MS.4 MS.7 MS.9

Dance SOL	DM.12	DM.14	DM.15	DM.16	DM.17	DM.18	DM.20	DM.21
Leadership Expectations	MS.3	MS.3 MS.10	MS.3 MS.10 MS.11	MS.11	MS.2 MS.7 MS.8 MS.9	MS.7 MS.8 MS.9	MS.3 MS.7	MS.8

Music

Instrumental Beginning

Instrumental SOL	IB.11	IB.12	IB.15	IB.16	IB.17	IB.19	IB.21	IB.22	IB.23	IB.24
Leadership Expectations	MS.2 MS.3 MS.7 MS.12	MS.1	MS.1	MS.1	MS.12	MS.7	MS.7	MS.1 MS.2 MS.3 MS.7 MS.12	MS.7	MS.7

Instrumental Intermediate

Instrumental SOL	II.11	II.12	II.13	II.15	II.16	II.17	II.19	II.21	II.22	II.23	II.24
Leadership Expectations	MS.2 MS.3 MS.7 MS.12	MS.1	MS.1 MS.2	MS.1	MS.1	MS.12	MS.1 MS.2 MS.7	MS.7	MS.1 MS.2 MS.3 MS.7 MS.12	MS.7	MS.7

Instrumental Advanced

Instrumental SOL	IAD. 11	IAD. 12	IAD. 13	IAD. 15	IAD. 16	IAD. 19	IAD. 20	IAD. 21	IAD. 22	IAD. 23	IAD. 24
Leadership Expectations	MS.2 MS.3 MS.7 MS.12	MS.1	MS.1 MS.2 MS.3	MS.1	MS.1	MS.1 MS.2 MS.12	MS.7	MS.7	MS.1 MS.2 MS.3 MS.7 MS.12	MS.7	MS.7

Instrumental SOL	IAD. 25
Leadership Expectations	MS.7

Instrumental Artist

Instrumental SOL	IAR. 11	IAR. 12	IAR. 13	IAR. 15	IAR. 16	IAR. 17	IAR. 19	IAR. 20	IAR. 21	IAR. 22	IAR. 23
Leadership Expectations	MS.2 MS.3 MS.7 MS.12	MS.1	MS.1 MS.2 MS.3	MS.1	MS.1	MS.12	MS.1 MS.2 MS.7	MS.7	MS.7	MS.1 MS.2 MS.3 MS.7 MS.12	MS.7

Instrumental SOL	IAR. 24	IAR. 25
Leadership Expectations	MS.7	MS.7

Music 6-8

Music SOL	MS.1	MS.2	MS.3	MS.5	MS.6	MS.8	MS.9
Leadership Expectations	MS.3 MS.7 MS.12	MS.3 MS.7 MS.12	MS.3 MS.7	MS.7	MS.7	MS.2 MS.3 MS.7 MS.12	MS.7

Vocal/Choral Beginning

Choral SOL	CB.3	CB.4	CB.5	CB.7	CB.8	CB.9	CB.11	CB.12	CB.13	CB.14
Leadership Expectations	MS.7	MS.1 MS.3	MS.2	MS.1	MS.1 MS.7	MS.7	MS.1 MS.2 MS.7	MS.1 MS.7	MS.1 MS.2 MS.3 MS.12	MS.7

Vocal/Choral Intermediate

Choral SOL	CI.1	CI.3	CI.4	CI.5	CI.7	CI.8	CI.9	CI.11	CI.12	CI.13	CI.14
Leadership Expectations	MS.12	MS.7	MS.3	MS.1 MS.2 MS.3	MS.1	MS.1 MS.7	MS.7	MS.1 MS.2 MS.7	MS.1 MS.7	MS.1 MS.2 MS.3 MS.12	MS.7

Vocal/Choral Advanced

Choral SOL	CAD. 1	CAD. 3	CAD. 5	CAD. 7	CAD. 8	CAD. 9	CAD. 10	CAD. 12	CAD. 13	CAD. 14	CAD. 16
Leadership Expectations	MS.12	MS.7	MS.1 MS.2 MS.3	MS.1	MS.1 MS.7	MS.1	MS.1 MS.7	MS.1 MS.2 MS.12	MS.2 MS.3 MS.12	MS.1 MS.2 MS.3 MS.7	MS.1 MS.7 MS.12

Vocal/Choral Artist

Choral SOL	CAR. 1	CAR. 2	CAR. 3	CAR. 5	CAR. 7	CAR. 8	CAR. 9	CAR. 10	CAR. 12	CAR. 13	CAR. 14
Leadership Expectations	MS.12	MS.1 MS.2 MS.3 MS.7	MS.7	MS.1 MS.2	MS.1	MS.1 MS.7	MS.1	MS.1 MS.7	MS.1 MS.2 MS.7	MS.1 MS.2 MS.3 MS.7 MS.12	MS.7

Choral SOL	CAR. 16
Leadership Expectations	MS.1 MS.12

Theatre Arts**Exploratory Dramatics**

Drama SOL	M.1	M.2	M.3	M.4	M.5	M.7	M.9	M.10	M.11	M.12	M.13
Leadership Expectations	MS.4 MS.7 MS.8 MS.9	MS.1 MS.2 MS.3	MS.1 MS.2 MS.7 MS.8 MS.9	MS.2 MS.3 MS.4 MS.5 MS.7 MS.8	MS.10 MS.11	MS.3 MS.10 MS.11	MS.3 MS.10	MS.7 MS.8 MS.9	MS.3 MS.5 MS.7 MS.8 MS.9	MS.1 MS.2 MS.5	MS.7 MS.8

Drama SOL	M.15
Leadership Expectations	MS.1 MS.2 MS.8 MS.9

Visual Arts**Visual Arts 6**

Art SOL	6.2	6.4	6.5	6.6	6.7	6.8	6.9	6.12	6.13	6.16	6.18
Leadership Expectations	MS.1 MS.7	MS.1 MS.7	MS.7	MS.7	MS.7	MS.1	MS.7	MS.10 MS.11	MS.3 MS.7	MS.3	MS.2

Art SOL	6.19	6.20	6.21	6.22	6.25
Leadership Expectations	MS.3 MS.7	MS.7	MS.3	MS.1 MS.7	MS.10

Visual Arts 7

Art SOL	7.3	7.5	7.14	7.16	7.17	7.18	7.20	7.21	7.22	7.27	7.28
Leadership Expectations	MS.1	MS.1	MS.7	MS.10	MS.11	MS.7	MS.7	MS.2	MS.7	MS.3	MS.1 MS.7

Visual Arts 8

Art SOL	8.2	8.10	8.11	8.12	8.13	8.14	8.15	8.17	8.18	8.19	8.20
Leadership Expectations	MS.1	MS.2	MS.10	MS.10	MS.11	MS.10	MS.2	MS.2	MS.3	MS.8	MS.7

Art SOL	8.22
Leadership Expectations	MS.7

Middle School Foreign Language

Modern Foreign Language I

MFL I SOL	1.2	1.3	2.1	5.1	5.2	6.2	7.1	7.2	7.3	9.2	10.1
Leadership Expectations	MS.1	MS.1 MS.2 MS.5 MS.11	MS.7	MS.7	MS.1 MS.2	MS.7	MS.3	MS.3	MS.3	MS.5	MS.2 MS.5 MS.6 MS.11

MFL I SOL	10.2	10.3	12.2
Leadership Expectations	MS.2 MS.3 MS.4	MS.2 MS.6	MS.3 MS.4 MS.5

Modern Foreign Language II

MFL II SOL	1.1	2.1	2.2	7.1	7.2	7.3	8.1	9.1	9.2	11.2
Leadership Expectations	MS.1 MS.2	MS.7	MS.7	MS.3	MS.3 MS.4 MS.5	MS.3	MS.3 MS.5	MS.3	MS.3 MS.11	MS.3 MS.4

Modern Foreign Language III

MFL III SOL	1.1	1.2	2.1	2.2	2.3	4.1	5.1	6.1	6.2	7.2	8.1
Leadership Expectations	MS.1 MS.2	MS.11	MS.7	MS.7	MS.7	MS.7	MS.7	MS.3	MS.3 MS.4 MS.5 MS.9 MS.11	MS.3	MS.5 MS.11

MFL III SOL	10.2
Leadership Expectations	MS.3 MS.4 MS.5

Modern Foreign Language IV

MFL IV SOL	1.1	1.2	1.3	2.2	4.1	4.2	6.1	6.2	7.2	8.1	8.2
Leadership Expectations	MS.4	MS.4	MS.5 MS.11	MS.7	MS.7	MS.7	MS.4 MS.5 MS.11	MS.3	MS.3 MS.5	MS.3 MS.4 MS.5 MS.6 MS.7 MS.9 MS.11	MS.3 MS.6 MS.9 MS.11

MFL IV SOL	8.3	9.3	10.2
Leadership Expectations	MS.3 MS.6 MS.9 MS.11	MS.4	MS.3 MS.4 MS.5

Latin I

Latin SOL	1.4
Leadership Expectations	MS.3 MS.4

Latin II

Latin SOL	3.2	3.5	5.2
Leadership Expectations	MS.3 MS.4 MS.5 MS.6	MS.3 MS.4 MS.5 MS.6	MS.3 MS.4

Latin III

Latin SOL	3.5	5.2
Leadership Expectations	MS.3 MS.4 MS.5 MS.6	MS.3 MS.4 MS.5 MS.6

Latin IV

Latin SOL	5.3
Leadership Expectations	MS.5 MS.6

Middle School Health**Health 6**

Health SOL	6.1	6.3	6.4	6.5	6.7
Leadership Expectations	MS.1	MS.3	MS.1 MS.2 MS.7	MS.8	MS.10 MS.11 MS.12 MS.13

Health 7

Health SOL	7.1	7.3	7.4	7.5	7.7
Leadership Expectations	MS.3 MS.8	MS.8	MS.13	MS.10	MS.4

Health 8

Health SOL	8.1	8.2	8.5
Leadership Expectations	MS.1	MS.2 MS.7	MS.10 MS.13

Middle School Physical Education**Physical Education 6**

PE SOL	6.1	6.4									
Leadership Expectations	MS.7	MS.1 MS.7 MS.8									

Physical Education 7

PE SOL	7.1	7.3	7.4	7.5							
Leadership Expectations	MS.7	MS.9	MS.3 MS.4 MS.7	MS.9							

Physical Education 8

PE SOL	8.2	8.4	8.5								
Leadership Expectations	MS.7	MS.9	MS.1 MS.4 MS.7 MS.11								

MIDDLE SCHOOL CAREER AND TECHNICAL COURSES

The charts on the following pages show the relationship between Leadership Student Expectations and career and technical courses on the middle school level. A bullet under the course name indicates that the courses reinforces the specific expectation in the left column.

AGRICULTURAL EDUCATION COURSES
Correlation to Middle School Leadership Student Expectations

		Introduction to Agriscience 8002	Agriscience Exploration 8003	Agriscience and Technology 8004																
MS. 1	The student will explain elements of his or her own self-image.			•																
MS. 2	The student will identify ways in which his or her behaviors influence others.		•	•																
MS. 3	The student will identify the interests, values, styles, and behaviors of others.																			
MS. 4	The student will examine the characteristics of leaders.		•	•																
MS. 5	The student will understand that the roles and actions of the follower fluctuate.			•																
MS. 6	The student will analyze the role of context in the process of leadership.		•	•																
MS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•																
MS. 8	The student will transfer decision-making skills to new tasks.			•																
MS. 9	The student will express a personal vision.		•	•																
MS.10	The student will differentiate among communities and community needs.			•																
MS. 11	The student will compare and contrast the role of citizens in different communities.			•																
MS. 12	The student will apply the concept of stewardship.			•																
MS. 13	The student will practice leadership through service in a variety of communities.		•	•																

BUSINESS AND INFORMATION TECHNOLOGY
Correlation to Middle School Leadership Student Expectations

		Keyboarding 6150	Computer Applications 6617, 6611	Make It Your Business 6610, 6111	Computer Solutions 6610															
MS. 1	The student will explain elements of his or her own self-image.	•	•	•	•															
MS. 2	The student will identify ways in which his or her behaviors influence others.	•	•	•	•															
MS. 3	The student will identify the interests, values, styles, and behaviors of others.	•	•	•	•															
MS. 4	The student will examine the characteristics of leaders.	•	•	•	•															
MS. 5	The student will understand that the roles and actions of the follower fluctuate.	•	•	•	•															
MS. 6	The student will analyze the role of context in the process of leadership.	•	•	•	•															
MS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•	•															
MS. 8	The student will transfer decision-making skills to new tasks.	•	•	•	•															
MS. 9	The student will express a personal vision.	•	•	•	•															
MS. 10	The student will differentiate among communities and community needs.	•	•	•	•															
MS. 11	The student will compare and contrast the role of citizens in different communities.	•	•	•	•															
MS. 12	The student will apply the concept of stewardship.	•	•	•	•															
MS. 13	The student will practice leadership through service in a variety of communities.	•	•	•	•															

FAMILY AND CONSUMER SCIENCES
Middle School Leadership Student Expectations

		All Family and Consumer Sciences courses																			
MS. 1	The student will explain elements of his or her own self-image.	•																			
MS. 2	The student will identify ways in which his or her behaviors influence others.																				
MS. 3	The student will identify the interests, values, styles, and behaviors of others.	•																			
MS. 4	The student will examine the characteristics of leaders.	•																			
MS. 5	The student will understand that the roles and actions of the follower fluctuate.																				
MS. 6	The student will analyze the role of context in the process of leadership.	•																			
MS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•																			
MS. 8	The student will transfer decision-making skills to new tasks.	•																			
MS. 9	The student will express a personal vision.	•																			
MS. 10	The student will differentiate among communities and community needs.	•																			
MS. 11	The student will compare and contrast the role of citizens in different communities.	•																			
MS. 12	The student will apply the concept of stewardship.	•																			
MS. 13	The student will practice leadership through service in a variety of communities.	•																			

TECHNOLOGY EDUCATION
Correlation to Middle School Leadership Student Expectations

		Introduction to Technology 8481, 8484, 8482, 8483	Inventions and Innovations 8485, 8464, 8461	Technological Systems 8486, 8463, 8462																	
MS. 1	The student will explain elements of his or her own self-image.	•	•	•																	
MS. 2	The student will identify ways in which his or her behaviors influence others.	•	•	•																	
MS. 3	The student will identify the interests, values, styles, and behaviors of others.	•	•	•																	
MS. 4	The student will examine the characteristics of leaders.	•																			
MS. 5	The student will understand that the roles and actions of the follower fluctuate.	•																			
MS. 6	The student will analyze the role of context in the process of leadership.	•																			
MS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•																	
MS. 8	The student will transfer decision-making skills to new tasks.	•																			
MS. 9	The student will express a personal vision.	•	•																		
MS. 10	The student will differentiate among communities and community needs.	•	•	•																	
MS. 11	The student will compare and contrast the role of citizens in different communities.	•																			
MS. 12	The student will apply the concept of stewardship.	•	•	•																	
MS. 13	The student will practice leadership through service in a variety of communities.	•	•																		

HIGH SCHOOL

High School English

English 9

English SOL	9.2	9.3	9.4	9.5	9.6	9.8	9.9
Leadership	HS.1	HS.1	HS.1	HS.1	HS.1	HS.3	HS.1
Expectations	HS.3	HS.5	HS.3		HS.2	HS.5	HS.3
	HS.4		HS.4		HS.3	HS.6	HS.4
	HS.5		HS.9		HS.4	HS.10	HS.5
	HS.6				HS.10	HS.11	HS.6
	HS.7				HS.11	HS.12	HS.9
	HS.9				HS.12	HS.13	HS.10
	HS.10				HS.13		HS.11
	HS.11						HS.12
	HS.12						

English 10

English SOL	10.1	10.2	10.3	10.5	10.6	10.7	10.11
Leadership	HS.1	HS.3	HS.1	HS.1	HS.1	HS.2	HS.1
Expectations	HS.2	HS.7	HS.5			HS.4	HS.3
	HS.3	HS.8				HS.5	HS.4
	HS.4					HS.6	HS.5
	HS.5					HS.10	HS.6
	HS.7					HS.11	HS.9
	HS.10					HS.12	HS.10
						HS.13	HS.11
							HS.12
							HS.13

English 11

English SOL	11.1	11.3	11.4	11.5	11.6	11.7	11.10
Leadership	HS.2	HS.1	HS.9	HS.1	HS.1	HS.1	HS.1
Expectations	HS.3	HS.5				HS.3	HS.3
	HS.4					HS.4	HS.4
	HS.5					HS.5	HS.5
	HS.6					HS.6	HS.6
	HS.9					HS.9	HS.9
	HS.10					HS.10	HS.10
	HS.11					HS.11	HS.11
	HS.12					HS.12	HS.12
	HS.13					HS.13	HS.13

English 12

English SOL	12.1	12.3	12.4	12.5	12.6	12.7	12.8
Leadership	HS.2	HS.1	HS.9	HS.1	HS.1	HS.1	HS.1
Expectations	HS.3	HS.5				HS.2	HS.2
	HS.4					HS.3	HS.3
	HS.5					HS.4	HS.4
	HS.6					HS.5	HS.5
	HS.9					HS.6	HS.6
	HS.10					HS.9	HS.9
	HS.11					HS.10	HS.10
	HS.12					HS.11	HS.11
	HS.13					HS.12	HS.12

High School History and Social Science

World History and Geography 1500 A.D. to Present

H/SS SOL	WHII.2	WHII.3	WHII.4	WHII.5	WHII.6	WHII.7	WHII.8	WHII.9	WHII.10
Leadership Expectations	HS.4 HS.6	HS.4 HS.6	HS.4 HS.6	HS.4 HS.6	HS.4 HS.6	HS.4 HS.6	HS.4 HS.6 HS.10	HS.4 HS.6	HS.5 HS.6

H/SS SOL	WHII.11	WHII.12	WHII.13	WHII.14	WHII.15
Leadership Expectations	HS.4 HS.6	HS.4 HS.6	HS.4 HS.5 HS.6 HS.10	HS.4 HS.6	HS.4 HS.6 HS.10 HS.12

World Geography

H/SS SOL	WG.1	WG.2	WG.3	WG.4	WG.6	WG.8	WG.9	WG.10	WG.11	WG.12
Leadership Expectations	HS.6	HS.12	HS.4	HS.4 HS.6	HS.4 HS.6	HS.10	HS.6	HS.7 HS.10	HS.6	HS.7 HS.8

Virginia and United States History

H/SS SOL	VUS.1	VUS.2	VUS.3	VUS.4	VUS.5	VUS.6	VUS.7	VUS.8	VUS.10	VUS.11
Leadership Expectations	HS.7	HS.6	HS.6	HS.4 HS.5 HS.6	HS.4	HS.4 HS.6 HS.10	HS.4 HS.6 HS.10	HS.4 HS.5 HS.6 HS.10	HS.4 HS.5 HS.6 HS.10	HS.5 HS.6 HS.10

H/SS SOL	VUS. 12	VUS.13	VUS.14
Leadership Expectations	HS.4 HS.5 HS.6	HS.4 HS.5 HS.6 HS.10	HS.5 HS.6 HS.10 HS.11 HS.12

Virginia and United States Government

H/SS SOL	GOVT .1	GOVT .2	GOVT .3	GOVT .4	GOVT .5	GOVT .6	GOVT .7	GOVT .8	GOVT .9	GOVT .10	GOVT .11
Leadership Expectations	HS.7 HS.8	HS.4	HS.3 HS.10 HS.11	HS.4	HS.11	HS.6 HS.11	HS.11	HS.11	HS.9 HS.10 HS.11	HS.11	HS.10 HS.11

H/SS SOL	GOVT .12	GOVT .13	GOVT .14	GOVT .15	GOVT .16	GOVT .17	GOVT .18
Leadership Expectations	HS.4 HS.6	HS.6	HS.4 HS.6	HS.6	HS.6	HS.1 HS.2 HS.3 HS.11 HS.13	HS.10 HS.11 HS.13

High School Mathematics

Algebra I

Math SOL	A.17	A.18
Leadership	HS.11	HS.11
Expectations	HS.13	HS.13

Algebra II

Math SOL	AII.19
Leadership	HS.11
Expectations	

Geometry

Math SOL	G.1
Leadership	HS.13
Expectations	

High School Science

Earth Science

Science SOL	ES.2	ES.7	ES.9
Leadership	HS.7	HS.11	HS.10
Expectations	HS.12		

Biology

Science SOL	BIO.1	BIO.9
Leadership	HS.7	HS.12
Expectations		

High School Driver Education

Driver Education

DE SOL	DE.1	DE.8	DE.9	DE.10	DE.14	DE.16	DE.18	DE.19	DE.21
Leadership	HS.1	HS.5	HS.5	HS.2	HS.2	HS.10	HS.2	HS.5	HS.5
Expectations	HS.5	HS.11	HS.6	HS.11	HS.5			HS.11	HS.10
	HS.10		HS.7						HS.11
	HS.11		HS.9						HS.12
			HS.11						

High School Fine Arts

Dance

Dance I

Dance SOL	DI.1	DI.2	DI.3	DI.4	DI.5	DI.7	DI.8	DI.9	DI.10	DI.13	DI.14
Leadership Expectations	HS.1	HS.1 HS.3	HS.1	HS.3	HS.1	HS.1 HS.2 HS.3 HS.5 HS.6 HS.7 HS.9	HS.1 HS.2	HS.1 HS.7	HS.1 HS.2 HS.3 HS.4 HS.5 HS.6 HS.7 HS.9	HS.10	HS.10 HS.11

Dance SOL	DI.15	DI.16	DI.17	DI.18	DI.19	DI.20	DI.22	DI.23
Leadership Expectations	HS.10	HS.2 HS.3 HS.7 HS.8 HS.9	HS.2 HS.3 HS.7 HS.8	HS.2 HS.3 HS.7 HS.8 HS.9	HS.7 HS.9	HS.3 HS.7 HS.9	HS.3 HS.7 HS.9	HS.7 HS.10

Dance II

Dance SOL	DII.1	DII.2	DII.3	DII.4	DII.5	DII.6	DII.7	DII.8	DII.9	DII.11	DII.12
Leadership Expectations	HS.1	HS.1	HS.1	HS.1 HS.3	HS.1 HS.3 HS.9	HS.1 HS.2 HS.3 HS.5 HS.6 HS.7 HS.9	HS.1 HS.2 HS.6 HS.7	HS.1	HS.1 HS.2 HS.3 HS.4 HS.5 HS.6 HS.7 HS.9	HS.10	HS.10 HS.11

Dance SOL	DII.13	DII.14	DII.15	DII.16	DII.17	DII.18	DII.19	DII.20	DII.21
Leadership Expectations	HS.11	HS.10	HS.2 HS.3 HS.7 HS.8 HS.9	HS.3 HS.7	HS.2 HS.7 HS.8 HS.9	HS.2 HS.3	HS.3 HS.7 HS.9	HS.7 HS.9	HS.3 HS.7 HS.9

Music

Instrumental Beginning

Instrumental SOL	IB.11	IB.12	IB.15	IB.16	IB.17	IB.19	IB.21	IB.22	IB.23	IB.24
Leadership Expectations	HS.2 HS.3 HS.7 HS.12	HS.1	HS.1	HS.1	HS.12	HS.7	HS.7	HS.1 HS.2 HS.3 HS.7 HS.12	HS.7	HS.7

Instrumental Intermediate

Instrumental SOL	II.11	II.12	II.13	II.15	II.16	II.17	II.19	II.21	II.22	II.23	II.24
Leadership Expectations	HS.2 HS.3 HS.7 HS.12	HS.1	HS.1 HS.2	HS.1	HS.1	HS.12	HS.1 HS.2 HS.7	HS.7	HS.1 HS.2 HS.3 HS.7 HS.12	HS.7	HS.7

Instrumental Advanced

Instrumental SOL	IAD. 11	IAD. 12	IAD. 13	IAD. 15	IAD. 16	IAD. 19	IAD. 20	IAD. 21	IAD. 22	IAD. 23	IAD. 24
Leadership Expectations	HS.2 HS.3 HS.7 HS.12	HS.1	HS.1 HS.2 HS.3	HS.1	HS.1	HS.1 HS.2 HS.12	HS.7	HS.7	HS.1 HS.2 HS.3 HS.7 HS.12	HS.7	HS.7

Instrumental SOL	IAD. 25
Leadership Expectations	HS.7

Instrumental Artist

Instrumental SOL	IAR. 11	IAR. 12	IAR. 13	IAR. 15	IAR. 16	IAR. 17	IAR. 19	IAR. 20	IAR. 21	IAR. 22	IAR. 23
Leadership Expectations	HS.2 HS.3 HS.7 HS.12	HS.1	HS.1 HS.2 HS.3	HS.1	HS.1	HS.12	HS.1 HS.2 HS.7	HS.7	HS.7	HS.1 HS.2 HS.3 HS.7 HS.12	HS.7

Instrumental SOL	IAR. 24	IAR. 25
Leadership Expectations	HS.7	HS.7

Music 9-12

Music SOL	HS.1	HS.2	HS.3	HS.4	HS.5	HS.6	HS.7	HS.8	HS.9
Leadership Expectations	HS.2 HS.7 HS.12	HS.7 HS.12	HS.7 HS.12	HS.7 HS.12	HS.3 HS.7 HS.12	HS.7 HS.10	HS.3 H.7 HS.12	HS.2 HS.3 HS.7 HS.12	HS.7

Vocal/Choral Beginning

Choral SOL	CB.3	CB.4	CB.5	CB.7	CB.8	CB.9	CB.11	CB.12	CB.13	CB.14
Leadership Expectations	HS.7	HS.1 HS.3	HS.2	HS.1	HS.1 HS.7	HS.7	HS.1 HS.2 HS.7	HS.1 HS.7	HS.1 HS.2 HS.3 HS.12	HS.7

Vocal/Choral Intermediate

Choral SOL	CI.1	CI.3	CI.4	CI.5	CI.7	CI.8	CI.9	CI.11	CI.12	CI.13	CI.14
Leadership Expectations	HS.12	HS.7	HS.3	HS.1 HS.2 HS.3	HS.1	HS.1 HS.7	HS.7	HS.1 HS.2 HS.7	HS.1 HS.7	HS.1 HS.2 HS.3 HS.12	HS.7

Vocal/Choral Advanced

Choral SOL	CAD. 1	CAD. 3	CAD. 5	CAD. 7	CAD. 8	CAD. 9	CAD. 10	CAD. 12	CAD. 13	CAD. 14	CAD. 16
Leadership Expectations	HS.12	HS.7	HS.1 HS.2 HS.3	HS.1	HS.1 HS.7	HS.1	HS.1 HS.7	HS.1 HS.2 HS.12	HS.2 HS.3 HS.12	HS.1 HS.2 HS.3 HS.7	HS.1 HS.7 HS.12

Vocal/Choral Artist

Choral SOL	CAR. 1	CAR. 2	CAR. 3	CAR. 5	CAR. 7	CAR. 8	CAR. 9	CAR. 10	CAR. 12	CAR. 13	CAR. 14
Leadership Expectations	HS.12	HS.1 HS.2 HS.3 HS.7	HS.7	HS.1 HS.2	HS.1	HS.1 HS.7	HS.1	HS.1 HS.7	HS.1 HS.2 HS.7	HS.1 HS.2 HS.3 HS.7 HS.12	HS.7

Choral SOL	CAR. 16
Leadership Expectations	HS.1 HS.12

Theatre Arts**Theatre I**

Theatre SOL	TI.1	TI.2	TI.3	TI.4	TI.5	TI.8	TI.9	TI.10	TI.11	TI.13
Leadership Expectations	HS.1 HS.2 HS.3 HS.5 HS.6 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.4 HS.6 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.4 HS.7 HS.9	HS.1 HS.2 HS.3 HS.4 HS.7	HS.10 HS.11	HS.1 HS.2 HS.3 HS.6 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.7	HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2

Theatre II

Theatre SOL	TII.1	TII.2	TII.3	TII.4	TII.5	TII.6	TII.7	TII.8	TII.9	TII.11	TII.12
Leadership Expectations	HS.4 HS.7	HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.5 HS.7	HS.1 HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.7 HS.8 HS.9 HS.11	HS.1 HS.2 HS.3 HS.8 HS.9	HS.1 HS.2 HS.3 HS.7 HS.8 HS.9	HS.4 HS.5	HS.2 HS.7 HS.8

Theatre SOL	TII.13	TII.15	TII.16
Leadership Expectations	HS.1 HS.3 HS.7 HS.8	HS.3 HS.7	HS.3 HS.7

Visual Arts

Art I

Art SOL	AI.1	AI.2	AI.7	AI.8	AI.9	AI.11	AI.13	AI.15	AI.16	AI.17	AI.18
Leadership Expectations	HA.1	HS.1	HS.1	HS.1	HS.2 HS.4	HS.11	HS.2 HS.3	HS.1 HS.2	HS.3	HS.9	HS.1 HS.9

Art SOL	AI.19	AI.20	AI.21	AI.22	AI.23	AI.24	AI.27	AI.28	AI.29	AI.31	AI.32
Leadership Expectations	HS.2 HS.7 HS.9	HS.7 HS.8 HS.9	HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.7 HS.9	HS.3 HS.7 HS.9	HS.1 HS.7 HS.9	HS.7 HS.9	HS.1 HS.7	HS.10	HS.10 HS.11	HS.10 HS.11

Art II

Art SOL	AII.1	AII.2	AII.3	AII.5	AII.6	AII.7	AII.8	AII.11	AII.12	AII.15	AII.16
Leadership Expectations	HS.1	HS.1	HS.1	HS.1	HS.1	HS.1	HS.2	HS.11	HS.11	HS.11	HS.10

Art SOL	AII.17	AII.18	AII.20	AII.21	AII.23	AII.24	AII.26	AII.28	AII.29	AII.30	AII.31
Leadership Expectations	HS.10	HS.10	HS.1 HS.2 HS.3	HS.1 HS.2	HS.11	HS.3 HS.7 HS.8 HS.9	HS.7	HS.2 HS.3 HS.7 HS.9	HS.2 HS.3	HS.3 HS.7	HS.7 HS.9

Art SOL	AII.32
Leadership Expectations	HS.7

Art III

Art	AIII.1	AIII.2	AIII.3	AIII.6	AIII.8	AIII.9	AIII.11	AIII.12	AIII.13	AIII.15	AIII.17
Leadership Expectations	HS.1	HS.1	HS.1	HS.1	HS.1	HS.4	HS.10 HS.11	HS.10	HS.10	HS.10	HS.10

Art SOL	AIII.18	AIII.19	AIII.20	AIII.22	AIII.23	AIII.24	AIII.25	AIII.26	AIII.27	AIII.28	AIII.29
Leadership Expectations	HS.1 HS.2 HS.7	HS.7 HS.8	HS.7 HS.8	HS.3 HS.7	HS.11	HS.11	HS.7	HS.2 HS.7	HS.10	HS.9	HS.3 HS.9

Art SOL	AIII.32
Leadership Expectations	HS.9

High School Foreign Language

Modern Foreign Language I

MFL SOL	2.1	2.2	5.1	6.2
Leadership Expectations	HS.7	HS.7	HS.7	HS.3 HS.7

Modern Foreign Language II

MFL SOL	1.1	2.2	5.2	6.2	8.1
Leadership Expectations	HS.7	HS.7	HS.7	HS.7	HS.4

Modern Foreign Language III

MFL SOL	2.2	2.3	4.1	5.1	6.2	6.3	7.2	8.1	8.2
Leadership Expectations	HS.7	HS.7	HS.7	HS.7	HS.4 HS.5 HS.6	HS.4 HS.6	HS.4 HS.5 HS.6	HS.4	HS.6

Modern Foreign Language IV

MFL SOL	1.1	1.2	2.2	2.3	4.1	4.2	5.1	5.2	6.1	6.2	7.2
Leadership Expectations	HS.3	HS.1	HS.7	HS.7	HS.1 HS.7	HS.1 HS.7	HS.3	HS.3	HS.4 HS.5 HS.6	HS.4	HS.4 HS.5 HS.6

MFL SOL	8.1	8.2	8.3
Leadership Expectations	HS.4 HS.5 HS.6	HS.4 HS.5	HS.4 HS.5 HS.6

Latin I

Latin SOL	4.2
Leadership Expectations	HS.4

Latin II

Latin SOL	3.2	4.2	5.2
Leadership Expectations	HS.4	HS.4	HS.4 HS.5 HS.6

Latin III

Latin SOL	3.4	3.5	4.2	5.2
Leadership Expectations	HS.4	HS.4	HS.4	HS.4 HS.5 HS.6

Latin IV

Latin SOL	3.1	3.2	4.2	5.1	5.3
Leadership Expectations	HS.4	HS.4	HS.4	HS.4 HS.5 HS.6	HS.6

High School Health Education**Health 9**

Health SOL	9.1	9.4	9.5								
Leadership Expectations	HS.2 HS.7	HS.9	HS.10								

Health 10

Health SOL	10.1	10.2	10.3	10.4	10.5
Leadership Expectations	HS.2	HS.1	HS.7	HS.8	HS.13

High School Physical Education**Physical Education 9**

PE SOL	9.1	9.4	9.5
Leadership Expectations	HS.9	HS.3 HS.7 HS.9	HS.2 HS.10

Physical Education 10

PE SOL	10.1	10.4	10.5
Leadership Expectations	HS.9	HS.1 HS.4 HS.5 HS.7 HS.8 HS.9	HS.1 HS.2

Physical Education 11/12

PE SOL	11/ 12.1	11/ 12.3	11/ 12.4
Leadership Expectations	HS.7	HS.1	HS.4 HS.5 HS.6 HS.7 HS.8

HIGH SCHOOL CAREER AND TECHNICAL EDUCATION

The charts on the following pages show the relationship between Leadership Student Expectations and career and technical courses on the high school level. A bullet under the course name indicates that the course reinforces the specific expectation in the left column.

CAREER CONNECTIONS
Correlation to High School Leadership Student Expectations

		Exploring Entrepreneurship 9093	Entrepreneurship Education 9094	Introduction to Leadership 9091	Leadership Development 9092															
HS. 1	The student will evaluate his or her own self-image.	•	•	•	•															
HS. 2	The student will evaluate his or her own behaviors.	•	•	•	•															
HS. 3	The student will use knowledge of others to improve one's leadership skills.	•	•	•	•															
HS. 4	The student will analyze the characteristics of leaders.	•	•	•	•															
HS. 5	The student will analyze the complex relationship between the leader and the follower.	•	•	•	•															
HS. 6	The student will evaluate the role of context in the process of leadership.	•	•	•	•															
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•	•															
HS. 8	The student will analyze and refine decision-making skills.	•	•	•	•															
HS. 9	The student will evaluate the relationship between personal vision and the group vision.	•	•	•	•															
HS. 10	The student will appraise communities and community needs.	•	•	•	•															
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•	•	•															
HS. 12	The student will evaluate the concept of stewardship.	•	•	•	•															
HS. 13	The student will practice leadership through service in a variety of communities.	•	•	•	•															

AGRICULTURAL EDUCATION
Correlation to High School Leadership Student Expectations

		Agricultural Mechanics and Basic Plant Science 8006	Agricultural Mechanics and Basic Animal Science 8008	Agricultural Business Fundamentals 8022	Agricultural Business Operations 8024	Agricultural Business Management 8026	Agricultural Power and Equipment 8046	Agricultural Mechanization Sales and Service 8018	Advanced Agricultural Mechanization 8020	Agricultural Production Technology 8010	Agricultural Production Management 8012	Operating the Farm Business 8014	Introduction to Natural Resources 8040	Forestry, Wildlife, and Soil Management 8042	Natural Resources Business Management 8044	Horticulture Sciences 8034	Greenhouse Plant Production and Management 8036	Landscaping 8036	Floral Design I 8055	Floral Design II 8056	Floriculture 8058
HS. 1	The student will evaluate his or her own self-image.	•	•	•	•	•	•	•	•							•	•	•	•	•	•
HS. 2	The student will evaluate his or her own behaviors.	•	•		•	•	•	•	•							•	•	•	•	•	•
HS. 3	The student will use knowledge of others to improve one’s leadership skills.	•	•	•		•		•					•	•	•						
HS. 4	The student will analyze the characteristics of leaders.	•	•	•			•	•					•	•	•	•	•	•	•	•	•
HS. 5	The student will analyze the complex relationship between the leader and the follower.	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•
HS. 6	The student will evaluate the role of context in the process of leadership.	•	•	•		•							•	•	•						
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 8	The student will analyze and refine decision-making skills.	•	•	•	•	•		•	•				•	•	•	•	•	•	•	•	•
HS. 9	The student will evaluate the relationship between personal vision and the group vision.	•	•	•	•	•	•		•	•			•	•		•	•	•	•	•	•
HS. 10	The student will appraise communities and community needs.	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•
HS. 12	The student will evaluate the concept of stewardship.	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•
HS. 13	The student will practice leadership through service in a variety of communities.	•	•	•	•	•	•	•	•		•	•	•		•	•	•	•	•	•	•

AGRICULTURAL EDUCATION
Correlation to High School Leadership Student Expectations

		Turf Management 8051	Advanced Turf Grass Applications 8054	Small Animal Care I, II 8083, 8084	Small Engine Repair I, II 8021, 8082	Equine Management Production I, II 8015, 8080	Ecology/Environmental Management I, II 8045, 8046	Biological Applications in Agriculture 8086	Farm Equipment Operator 8052	Agricultural Education for the Disadvantaged 8050	Agricultural Education for the Disabled 8053	General Mechanics for the Disadvantaged 8070										
HS. 1	The student will evaluate his or her own self-image.	•	•					•		•	•	•										
HS. 2	The student will evaluate his or her own behaviors.	•	•					•		•	•	•										
HS. 3	The student will use knowledge of others to improve one's leadership skills.	•	•	•				•	•													
HS. 4	The student will analyze the characteristics of leaders.	•	•																			
HS. 5	The student will analyze the complex relationship between the leader and the follower.	•	•	•		•		•	•													
HS. 6	The student will evaluate the role of context in the process of leadership.		•																			
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•		•	•	•	•	•	•	•										
HS. 8	The student will analyze and refine decision-making skills.	•	•	•		•	•	•	•													
HS. 9	The student will evaluate the relationship between personal vision and the group vision.		•			•	•	•														
HS. 10	The student will appraise communities and community needs.	•	•			•	•	•														
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•	•	•	•	•	•	•													
HS. 12	The student will evaluate the concept of stewardship.	•	•		•	•	•	•														
HS. 13	The student will practice leadership through service in a variety of communities.	•	•	•	•	•	•	•	•													

BUSINESS AND INFORMATION TECHNOLOGY
Correlation to High School Leadership Student Expectations

		Keyboarding 6151	Keyboarding Applications 6152	Principles of Business and Marketing 6116, 6115	Accounting 6320	Advanced Accounting 6321	Business Law 6132, 6131	Business Management 6136, 6135	Computer Information Systems 6614, 6612	Advanced Computer Information Systems 6615, 6613	Database Design and Management 6660	Advanced Database Design and Management 6661	Desktop/ Multimedia Presentations 6632, 6630	Advanced Desktop/ Multimedia Presentations 6633, 6631	Finance 6121, 6120	Legal Systems Administration 6736, 6735	Medical Systems Administration 6731, 6730	Notetaking 6242, 6241	Office Administration 6622, 6621	Word Processing 6626, 6625	Programming 6640
HS. 1	The student will evaluate his or her own self-image.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 2	The student will evaluate his or her own behaviors.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 3	The student will use knowledge of others to improve one's leadership skills.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 4	The student will analyze the characteristics of leaders.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 5	The student will analyze the complex relationship between the leader and the follower.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 6	The student will evaluate the role of context in the process of leadership.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 8	The student will analyze and refine decision-making skills.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 9	The student will evaluate the relationship between personal vision and the group vision.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 10	The student will appraise communities and community needs.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 12	The student will evaluate the concept of stewardship.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 13	The student will practice leadership through service in a variety of communities.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

BUSINESS AND INFORMATION TECHNOLOGY
Correlation to High School Leadership Student Expectations

		Advanced Programming 6641	Computer Network Software Operations 6650	Advanced Computer Network Software Operations 6651	Office Specialist I 6740	Office Specialist II (Special Needs) 6741	Office Specialist III (Special Needs) 6742	Digital Input Technologies 6160, 6161	Information Technology Fundamentals 6670	International Baccalaureate Information Technology in a Global Society 6613	Information Baccalaureate Business and Management 6135								
HS. 1	The student will evaluate his or her own self-image.	•	•	•	•	•	•	•	•	•	•								
HS. 2	The student will evaluate his or her own behaviors.	•	•	•	•	•	•	•	•	•	•								
HS. 3	The student will use knowledge of others to improve one's leadership skills.	•	•	•	•	•	•	•	•	•	•								
HS. 4	The student will analyze the characteristics of leaders.	•	•	•	•	•	•	•	•	•	•								
HS. 5	The student will analyze the complex relationship between the leader and the follower.	•	•	•	•	•	•	•	•	•	•								
HS. 6	The student will evaluate the role of context in the process of leadership.	•	•	•	•	•	•	•	•	•	•								
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•	•	•	•	•	•	•	•								
HS. 8	The student will analyze and refine decision-making skills.	•	•	•	•	•	•	•	•	•	•								
HS. 9	The student will evaluate the relationship between personal vision and the group vision.	•	•	•	•	•	•	•	•	•	•								
HS. 10	The student will appraise communities and community needs.	•	•	•	•	•	•	•	•	•	•								
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•	•	•	•	•	•	•	•	•								
HS. 12	The student will evaluate the concept of stewardship.	•	•	•	•	•	•	•	•	•	•								
HS. 13	The student will practice leadership through service in a variety of communities.	•	•	•	•	•	•	•	•	•	•								

FAMILY AND CONSUMER SCIENCES
Correlation to High School Leadership Student Expectations

		All Family and Consumer Sciences courses																			
HS. 1	The student will evaluate his or her own self-image.																				
HS. 2	The student will evaluate his or her own behaviors.	•																			
HS. 3	The student will use knowledge of others to improve one's leadership skills.	•																			
HS. 4	The student will analyze the characteristics of leaders.																				
HS. 5	The student will analyze the complex relationship between the leader and the follower.																				
HS. 6	The student will evaluate the role of context in the process of leadership.																				
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.																				
HS. 8	The student will analyze and refine decision-making skills.	•																			
HS. 9	The student will evaluate the relationship between personal vision and the group vision.																				
HS. 10	The student will appraise communities and community needs.	•																			
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•																			
HS. 12	The student will evaluate the concept of stewardship.																				
HS. 13	The student will practice leadership through service in a variety of communities.																				

HEALTH AND MEDICAL SCIENCE EDUCATION
Correlation to High School Leadership Student Expectations

		Health Assistant I 8331	Emergency Medical Technician –Basic I, II 8333, 8334	Dental Assistant I, II 8328, 8329	Veterinary Assistant I, II, III 8310, 8311, 8312	Introduction to Health Occupations 8302	Home Health Aide 8364	Surgical Technologist I, II 8351, 8352	Practical Nursing I, II 8357, 8358	Nursing Assistant I, II 8360, 8362	Medical Assistant I, II 8345, 8346	Health Assistant II 8332									
HS. 1	The student will evaluate his or her own self-image.																				
HS. 2	The student will evaluate his or her own behaviors.									•	•										
HS. 3	The student will use knowledge of others to improve one's leadership skills.									•											
HS. 4	The student will analyze the characteristics of leaders.			•	•	•		•		•											
HS. 5	The student will analyze the complex relationship between the leader and the follower.								•												
HS. 6	The student will evaluate the role of context in the process of leadership.		•																		
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•				•	•	•		•	•									
HS. 8	The student will analyze and refine decision-making skills.		•						•												
HS. 9	The student will evaluate the relationship between personal vision and the group vision.								•												
HS. 10	The student will appraise communities and community needs.				•					•											
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•		•	•			•	•											
HS. 12	The student will evaluate the concept of stewardship.																				
HS. 13	The student will practice leadership through service in a variety of communities.		•																		

MARKETING
Correlation to High School Leadership Student Expectations

		Real Estate Marketing 8191	Marketing 8120, 8121	Advanced Marketing 8130, 8131	Electronic Commerce 8125	Introduction to Marketing 8111	Fundamentals of Marketing 8110	Principles of Business and Marketing 8115	International Marketing 8135	Advanced International Marketing 8136	Marketing Management 8132	Introduction to Fashion Design and Marketing 8149	Fashion Marketing 8140, 8141	Advanced Fashion Marketing 8145, 8146	Sports, Entert., & Recreational Marketing 8175, 8176	Advanced Sports, Entert., & Rec. Marketing 8177, 8178	Travel/Tourism 8165, 8166	Advanced Travel/Tourism marketing 8167, 8168	Hotel/Motel Marketing 8160, 8161	Advanced Hotel/Motel Marketing 8162, 8163	Financial Services Marketing 8180, 8181
HS. 1	The student will evaluate his or her own self-image.				•	•	•	•	•	•	•	•	•		•	•	•		•	•	•
HS. 2	The student will evaluate his or her own behaviors.		•	•		•	•	•	•	•	•	•	•	•	•	•	•		•	•	•
HS. 3	The student will use knowledge of others to improve one's leadership skills.	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 4	The student will analyze the characteristics of leaders.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 5	The student will analyze the complex relationship between the leader and the follower.		•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 6	The student will evaluate the role of context in the process of leadership.	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•		•	•
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 8	The student will analyze and refine decision-making skills.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 9	The student will evaluate the relationship between personal vision and the group vision.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 10	The student will appraise communities and community needs.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 12	The student will evaluate the concept of stewardship.		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
HS. 13	The student will practice leadership through service in a variety of communities.		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•

TECHNOLOGY EDUCATION
Correlation to High School Leadership Student Expectations

	Technology Foundations 8402, 8403	Technology Transfer 8404, 8405	Technology Assessment 8406, 8407	Introduction to Engineering 8490	Advanced Engineering 8491	Computer Control and Automation 8420, 8421	Communication Systems 8418, 8415	Graphic Communication Systems, 8494, 8458	Electronics Systems I 8417, 8416	Electronics Systems II 8412	Power and Transportation 8444, 8445	Energy and Power 8495, 8448	Production Systems 8446, 8447	Materials and Processes 8478, 8433	Construction Technology 8432, 8431	Manufacturing Technology 8426, 8425	Advanced Manufacturing Systems 8427	Technical Drawing and Design 8434, 8435	Engineering Drawing and Design 8493, 8436	Architectural Drawing and Design 8492, 8437	Principles of Technology I 9811	Biotechnology Foundations 9820
HS. 1 The student will evaluate his or her own self-image.	•	•	•	•		•			•		•	•	•	•	•	•	•	•	•	•	•	•
HS. 2 The student will evaluate his or her own behaviors.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 3 The student will use knowledge of others to improve one's leadership skills.	•	•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 4 The student will analyze the characteristics of leaders.		•				•		•			•											•
HS. 5 The student will analyze the complex relationship between the leader and the follower.				•		•		•	•	•												•
HS. 6 The student will evaluate the role of context in the process of leadership.	•				•		•	•	•	•		•										•
HS. 7 The student will communicate effectively in pairs, small groups, teams, and large groups.	•		•	•	•	•	•	•	•	•		•	•									•
HS. 8 The student will analyze and refine decision-making skills.	•	•	•		•					•												•
HS. 9 The student will evaluate the relationship between personal vision and the group vision.	•	•		•	•	•	•															•
HS. 10 The student will appraise communities and community needs.	•	•	•		•											•						•
HS. 11 The student will evaluate the roles and responsibilities of citizenship.				•	•																	•
HS. 12 The student will evaluate the concept of stewardship.	•	•																				•
HS. 13 The student will practice leadership through service in a variety of communities.			•																			•

TRADE AND INDUSTRIAL EDUCATION
Correlation to High School Leadership Student Expectations

		Advertising Design I, II, III 8570, 8571, 8572	Commercial Photography I, II, III 8607, 8608, 8609	Computer Networking Hardware Operations I, II, III, IV 8542	Computer Systems Technology I, II, III 8622, 8623, 8624	Drafting I, II, III 8530, 8531, 8532	Electronics Technology I, II, III 8660, 8661, 8662	Graphic Imaging Technology I, II, III 8660, 8661, 8662	Robotic Work Cell Technology I, II, III 8557, 8558, 8559	Television Production I, II, III 8688, 8689, 8690	Building Trades I, II, III 8515, 8516, 8517	Plumbing I, II, III 8551, 8552, 8553	Precision Machining Technology I, II, III 8539, 8540, 8541	Commercial Sewing I, II, III 8524, 8525, 8526	Cosmetology I, II, III 8527, 8528, 8529	Criminal Justice I, II, III, 8702, 8703, 8704	Public Safety I, II 8700, 8701	Auto Body Technology I, II, III –Certified 8679, 8680, 8681	Automotive Serv. Tech. I, II, III– Certified 8506, 8507, 8508	Automotive Serv. I, II, III– Non-Certified 8710, 8711, 8712	Industrial Coop. Training I, II, III, IV 8901, 8902, 8903, 8904
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HS. 2	The student will evaluate his or her own behaviors.			•										•	•						
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